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ABSTRACT

A project was conducted to gather data on the outcomes of homemaking and consumer education programs in Illinois. The project also developed instruments and processes that will allow teachers to gather data in their school districts and store the data using a microcomputer. Data collection instruments were based on outcome statements as reported in the Illinois "State Goals for Learning and Sample Learning Objectives" and task lists for the Occupation of Homemaking Program. Research was conducted on a stratified random sample of equal numbers of high school students who graduated between 1979 and 1984 who had been enrolled in two or more home economics classes and those students who had no more than one home economics class. Of a total of 2,015 students, 385 agreed to participate and 333 were interviewed by 20-minute telephone interviews using a Likert-type, 143-item scale. It was found that home economics concepts are considered very important for adult living by the graduates. Graduates who had been enrolled in home economics perceived themselves as significantly more competent in home economics concepts than those who had not been enrolled. Participation in home economics student organizations has an effect on both degree of importance and competence in home economics concepts. The concepts of relationships and management techniques are considered most important with areas in parenting and child development receiving the highest mean rating. Females consistently gave higher ratings to home economics concepts. As a result of the study, recommendations were made in the areas of curriculum development, teacher education, marketing, and further research. (The interview instrument, project correspondence, and fact sheets are appended.) (KC)

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ED329771

Evaluating Program Outcomes:

Occupation of Homemaking

Final Report

Phase III 1989 - 90

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Executive Summary

Evaluating Program Outcomes

Occupation of Homemaking

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Introduction

Evaluation of vocational education has been included as a part of federal legislation since 1963 and continued in the Carl Perkins Vocational Education Act, P.L. 98-524 as periodic progress reports. In response to the needs expressed in the federal laws, accountability studies have been undertaken in many states, at the national level and in several service areas.

Evaluation is a weakness in home economics programs, especially the Consumer and Homemaking Program which was singled out by the National Institute of Education in its evaluation of vocational education prior to the passage of the Carl Perkins Bill. This report concluded that no data could be found which would lead to conclusive statements about the effectiveness of the Occupation of Homemaking Program.

This project is designed to gather data but, of equal importance, it is also designed to develop instruments and processes which will allow teachers to gather data in their school districts, and store the data using a micro-computer for retrieval when needed. Data collection instruments are based upon two recent documents published by units with the Illinois State Board of Education: outcome statements as reported in State Goals for learning and

Sample Learning Objectives (hereafter called learning outcomes) and task lists for the Occupation of Homemaking Program.

Subject matter concepts as defined by the Vocational Amendments of 1976 and recognized as the basis for vocational funding were included in the instrument. Such processes of learning as problem-solving, critical and creative thinking and decision-making are included.

The instrument developed for use by home economics teachers in Illinois schools provides data for use at the local, regional and state levels. The data collected is expected to be one of the variables used in decision-making concerning future directions in program planning.

Every effort has been made to ensure that all the Illinois geographical regions are represented. Validating panelists represented not only the geographical regions but the various sizes of schools found in the state as well.

Research Design

This project has employed techniques to insure the selection of a stratified random sample. The strata to be included were the eight geographical areas of the state of Illinois. The sample consists of equal numbers of students who had been enrolled in two or more home economics classes and those students who had no more than one home economics class. (The original idea of selecting students with no home economics classes was most difficult in that in many schools the consumer requirement is met by classes in home economics.)

Each student was contacted by a trained professional telephone interviewer using the interview schedule described elsewhere in this report. The interview schedule asks respondents to reply to an item in two ways; on a Likert-type scale the degree of importance knowledge of the concept presented

is to adult life and, again, on a Likert-type scale how competent the respondent feels concerning the concept.

Development of the Instrument

Three elements were brought together to define the home economics concepts to be included. Legislation defined the parameters of the Occupation of Homemaking. In addition further definitions were made in the task lists for Homemaking. The task list for homemaking was checked against the State Goals for learning and Sample Learning Objectives.

The final version of the instrument requires 20 minutes to complete by telephone. The 143 item interview guide is divided into four parts with part 3 containing the home economics concepts divided by major concept area titles such as "Parenting", "Foods and Nutrition", etc. The other three parts ask about course enrollment, home economics teacher helpfulness and demographic information.

Sample Selection

The sample consists of high school students who graduated between the years 1979 and 1984. Schools were randomly selected within regions and students were randomly selected by year of graduation within school. 333 usable responses were obtained.

Some Conclusions

Home Economics Concepts are considered very important for adult living by a randomly selected group of Illinois high school graduates.

Graduates who had been enrolled in home economics perceived themselves as significantly more competent in home economics concepts than those who had not been enrolled.

FHA/Hero participation does have an effect on both degree of importance and competence in home economics concepts.

The concepts of relationships and management techniques are considered most important with areas in parenting and child development receiving the highest mean rating.

Gender seems to explain most of the variations when graduates rated importance or competence of home economics concepts. Females consistently gave higher ratings to home economics concepts, indicating the female's traditionally greater involvement in meeting individual and family needs. The degree of importance given to each home economics concept becomes more reliable because it is not influenced by geographical region, high school size, year of graduation, family income, marital, work, or educational status.

Implications

Most of the implications and recommendations for this study fall into four general categories, curricula development, teacher education, marketing and for further studies.

- The findings are important for use in making curriculum decisions. It has been used by Dr. Carr in developing the Illinois Plan for Home Economics, a project still in process. Other curricula decisions will follow as teachers begin to utilize the data at the local level.

- Teacher education programs, both pre- and in-service will need to emphasize the process skills as well as the curricula findings in helping teachers and potential teachers improve the quality of their teaching.

- The findings of this study are most useful for marketing at the local, state and national level. The degree of importance accorded each

concept is extremely high, indicating a high incidence of need for those concepts and the higher ratings in perceived competence by those who had been enrolled in two or more home economics classes.

- Further studies are needed to refine the instruments and processes for collecting data on a regular basis to provide more complete information. Can facets of this study be applied to other service areas for a comprehensive vocational evaluation system?

Introduction

Evaluation of vocational education has been included as a part of federal legislation since 1963 and continued in the Carl Perkins Vocational Education Act, P.L. 98-524 as periodic progress reports. In response to the needs expressed in the federal laws, accountability studies have been undertaken in many states, at the national level and in several service areas.

Evaluation is a weakness in home economics programs, especially the Occupation of Homemaking Program which was singled out by the National Institute of Education in its evaluation of vocational education prior to the passage of the Carl Perkins Bill. This report concluded that no data could be found which would lead to conclusive statements about the effectiveness of the Occupation of Homemaking Program.

Beginning in 1977 the AVA Home Economics AD Hoc Research Committee sponsored several studies concerned with Impact of the Consumer and Homemaking (in Illinois Occupation of Homemaking) Programs. These studies were concerned with special populations or used a case study approach.

An extension of those studies attempted to gather data on longitudinal impact at a national level. The pilot study conducted at Pennsylvania State University utilized data from Nebraska, Louisiana and Florida with mixed results. Gritzmacher at the Ohio State University has continued this work, relying upon volunteer cooperation by data collectors in the various states.

The pilot study and the continuation collected data, was based upon the statements of graduates who had been out of school for six months. A longer period of time after leaving high school was projected to give more reliable data.

To move home economics at the secondary level ahead now and in the future, its purpose must be evaluated and a clear vision of future activities developed. Data evaluating the present program is essential, to determine future directions.

Data collection instruments were based upon two recent documents published by units with the Illinois State Board of Education: outcome statements as reported in State Goals for Learning and Sample Learning Objectives (hereafter called learning outcomes) and task lists for the Occupation of Homemaking Program.

Subject matter concepts as defined by the Vocational Amendments of 1976 and recognized as the basis for vocational funding were included in the instrument. Such processes of learning as problem-solving, critical and creative thinking and decision-making were included.

The instrument developed for use by home economics teachers in Illinois schools will provide data for use at the local, regional and state levels. The data collected is expected to be one of the variables used in decision-making concerning future directions in program planning.

Every effort has been made to ensure that the six Illinois geographical regions were represented. Validating panelists represented not only the geographical regions but the various sizes of schools found in the state as well.

Data reporting systems have been developed using an IBM-compatible computer; adaptations to other computer systems can be made.

Phase I - refining the theoretical base, developing and testing the instrument, developing and testing the data collection system, refining sample selection system, begin sample selection and begin data collection was completed during the first year of the project. For copies of letters written, consent and other forms developed and the interviewing instrument see Appendix A.

Phase II - continuation of sample selection, continuation of data collection, beginning computer applications for data organization and analysis, begin interpretation of data analysis and begin sharing results with selected individuals and groups were completed in the second year of the project.

Phase III of this project was spent in organization of data, analysis and interpretation of that data and in sharing the findings with others. Procedures for analyzing the data were concerned with determining means and then testing for differences in those means followed by one-way procedure to the more complicated multiple comparison procedures.

Three fact sheets were prepared. The first in September became part of the Illinois exhibit which was included in the vocational Education display in the Dirkeson Senate Building. Each of the senators was given a copy of the fact-sheet. Some called to report on its usefulness in decision-making concerning the new Vocational Bill. The second sheet was prepared in February for presentation at the Annual Illinois Vocational Association. The third sheet was prepared in June for use as part of a presentation at the Annual Conference of the American Home Economics Association, 500 copies were distributed. See Appendix B for copies of these fact sheets.

Research questions to be investigated:

1. Does participation in a high school Occupation of Homemaking Program positively influence the graduates' ability to solve problems and make decisions in the areas of:

   - Maintaining effective communication and relationships in family and work situations.
   - Managing individual and family resources (time, energy, space and money)
   - Providing for the nutritional needs of individuals and family.
   - Providing for individual and family living environment.
   - Providing for individual and family clothing needs.

2. Do one or several of the demographic variables affect the relationship between participating in an Occupation of Homemaking Program and learning outcomes?

3. Are there relationships between subject matter area and problem-solving/decision-making processes?

Objectives

This project has assessed the effectiveness of the Occupation of Homemaking programs in Illinois secondary schools by collecting data for evaluating current programs and determining future needs.

The target population for this project has been the home economics teachers in the secondary schools of Illinois. Data has been and will be collected to assess Occupation of Homemaking Programs, which was analyzed to provide information concerning the effectiveness of these programs. These data can provide a basis for decision-making at local and state levels.

To accomplish that purpose the following objectives have been met:

1. Using task lists and outcome statements, develop an instrument for collecting data to assess program outcomes including subject matter concepts and learning processes.

2. Validate instruments developed through the use of a selected consultant pool representing the vocational teacher education programs in Illinois universities, and leaders in each of the six Illinois geographical regions plus Chicago city schools.

3. Collect data using telephone interview techniques.

4. Analyze data using appropriate statistical processes.

5. Interpret data and organize findings for reporting.

6. Findings.

Research Design

This project has employed techniques to insure the selection of a stratified random sample. The strata to be included were the eight geographical areas of the state of Illinois and described in detail elsewhere in this report. The sample consists of equal numbers of students who had been enrolled in two or more home economics classes and those students who had no more than one home economics class. (The original idea of selecting students with no home economics classes was most difficult in that in many schools the consumer requirement is met by classes in home economics.)

Each student was contacted by a trained professional telephone interviewer using the interview schedule described elsewhere in this report. The interview schedule asked respondents to reply to each item in two ways; on a Likert-type scale the degree of importance concerning the knowledge of the concept to adult functioning and, again, on a Likert-type scale how competent the respondent feels concerning the concept. Comparisons were drawn between

importance and reported competence. Other comparisons were made between students with two or more classes in home economics and those with no more than one class in home economics. The interview schedule was designed so that many comparisons were possible and that results would show which concepts in each subject area are considered important and the reported competence felt by respondents in each of these concepts. The process skills of decision making, problem solving, and critical thinking were included.

Each participant was contacted by telephone and the interviewer and participant discuss the items on the interview schedule. Most of the time the participant gave the response immediately but if a question arose the interviewer (who was not a home economist) had enough information to answer briefly. Data is entered directly into a micro-computer and then was dumped onto the main-frame for analyzation.

Data analysis utilized but was not limited to t-test, multiple analysis of variable, Manova and Anova plus the descriptive tests of Cross tabs and Chi-square.

Development of the Instrument

Three elements were brought together to define the home economics concepts to be included. Legislation defined the parameters of the Occupation of Homemaking. In addition further definitions were made in the task lists for Homemaking. The task list for homemaking was checked against the State Goals for Learning and Sample Learning Objectives.

The final version of the instrument required 20 minutes to complete by telephone. The 143 item interview guide is divided into four parts with part 3 containing the home economics concepts divided by major concept area titles such as "Parenting", "Foods and Nutrition", etc. The other three parts ask about course enrollment, home economics teacher helpfulness and demographic information. The instrument was tested for reliability using Cronback's Alpha which yielded a coefficient of .9667.

Sample Selection

The sample consists of high school students who graduated between the years 1979 and 1984. The names and addresses of the students were supplied by home economics teachers. The process used to select the sample consisted of:

- The list of approved Occupation of Homemaking programs obtained from state home economics consultant staff was categorized according to IVHETA regions. Region I was further divided into Chicago City, Suburban Cook and Lake and the remainder of region I.

- Six schools within each of the eight categories were selected using a table of random numbers. Superintendent names and addresses for each school were found.

- Superintendents were sent a letter, abstract and consent form. The letter explained the project and asked permission to include their school in the sample. The consent form asked for the name of the home economics teacher to contact. Whether or not consent was given to contact teachers we needed the consent form returned. If consent was denied another school was chosen and contacted. For examples of the letter and consent form see Appendix A.

- The home economics teachers identified by the superintendent were contacted by letter. An abstract was enclosed with the letter. Follow-up telephone calls were started in March, 1988 and continued through November. Teachers have given many reasons for their reluctance to provide names of students but the reason given most frequently is that records are scattered or stored in places which make them inaccessible to teachers. In some schools, counselors have computerized the records which make them accessible. Teachers and/or counselors have supplied us with two lists of students. One list consists of the names of students who had been enrolled in two or more classes in home economics while in high school for the years 1979 - 1984. The second list consisted of those students who had enrolled in no more than one home economics class (this one course was allowed because in some schools the consumer requirement is taught in home economics) during the years 1979 - 1984. From these lists a random sample of 30 students from each was chosen and these names returned to the teacher for addresses. This proved to be an awkward process and after several telephone conversations was simplified so that teachers selected the thirty students from each category and supplied the addresses. It seems that this adjustment was productive as more responses were forthcoming. To assure that the six years were equally represented teachers were requested to select five students per year for those who were home economics students and those who were not.

- When student names were received a letter and consent form were mailed to the student. The letter asked for student cooperation in this project. An abstract of the proposal was enclosed. The consent form asked for their telephone number and best time for telephone interviewers to call. We asked that the consent form be returned even if the student did not wish to participate. Follow-up post cards were sent to those who had not responded. This process has yielded several responses so is felt to be of value.

Table 1 shows the number of people contacted, the number responding and those participating.

Figure 1 lists the names of schools participating in the study. The discrepancy between the number of Superintendents participating and the number of schools participating is due to teachers volunteering to obtain Superintendent/School permission and those superintendents do not show on our list.

Table 1

Evaluating Program Outcomes: Occupation of Homemaking

Total # Attempted to Contact	Total # Who Responded	Total # Affirmative	Total # Negative	Total # Returned Address Unknown
2015	509	385	124	327

Out of the 1688 who were contacted: 509 (30%) responded

Out of the 509 who responded: 385 (76%) were affirmative

124 (24%) were negative

Out of 1688 contacted:

23% affirmative

7% negative

69% No response

50 schools are represented in the sample.

Figure 1

Schools Participating

York H.S.	Okawville H.S.
Johnsburg H.S.	Crane H.S.
Bradford H.S.	Carlinville H.S.
Orangeville H.S.	Cissna Park H.S.
El Paso H.S.	Wenona H.S.
Lanphier H.S.	Georgetown-Ridge H.S.
Roseville H.S.	Waterloo H.S.
Stewardson-Strasberg H.S.	Proviso East H.S.
Normal H.S.	Geneva Community H.S.
Northwestern H.S.	United Township H.S. (North)
Carbondale H.S.	Murphysboro H.S.
Rich East H.S.	Aurora West H.S.
Taft H.S.	Washington H.S.
Southeastern H.S.	Effingham H.S.
Vandalia H.S.	Flora H.S.
Clay City H.S.	Polo C.U.S.
Monticello H.S.	Tremont H.S.
Plainfield H.S.	Woodruff H.S.
Westville H.S.	Kewanee H.S.
Shelbyville H.S.	Mt. Olive
Robinson H.S.	Mascoutah
Carrollton H.S.	Lowpoint-Washburn
Anna-Jonesboro H.S.	Southwestern H.S.
St. Elmo H.S.	Herrin H.S.
Lyons Township H.S.	Foreman H.S.
Farragut H.S.	Chicago City Schools

Presentation and Interpretation of Data

Table 2 shows means and standard deviations of the total sample based on three hundred thirty-three responses. Standard deviations (sd) are shown to illustrate the amount of variation within the responses. The smaller the number of the sd the more in agreement the respondents were. Zero sd indicates perfect agreement. Both questions, "how important is this concept for adults in their functioning as a person, worker/student, parent, spouse and/or partner" indicated in the table as importance and "how competent do you think you are in this topic" indicated as competence are presented as one table. (see Table 2)

Responses to the two questions concerning each concept were on a scale of 1 to 10. While there is variation in the mean ($\bar{x}$), of the responses for each concept, all are above the scale midpoint when importance in considered. Means for many of the concepts are 9.0 or above indicating that these concepts are very important in adult functioning. In "topics in multiple areas"relationships with family members and others; understanding of one's values, needs, goals; professionalism in one's career; decision making skills; and time management had a mean score of 9.0 or above. In the area of Parenting only two of the concepts listed, "child's impact on the parents" and "alternate styles of parenting" had means below 9.0. In the area of Child Development all of the concepts except "patterns of social development of children" which had a mean of 8.9 were above 9.0.

In the area of Clothing and Textiles none of the concepts listed had a mean of 9.0. While in the area of Living Environment only one concept, cleaning and care of a home and furnishing had a mean of 9.0. In the area of Foods and Nutrition three concepts, "relationship of food to dietary needs, special situations, and life cycle", "planning for individual family nutritional needs", and "safety and sanitation practices" had means of 9.0 or above. In the areas of Adult Living and Resource Management three of the concepts listed in each area had a mean of 9.0 or above. In Adult Living those concepts are, "selection of a mate", "building positive relationships with others", and "transferring human relations skills to work place". In Resource Management those concepts are: "establishing priorities of needs and wants", "goal setting and decision-making skills", and "principles of money management including budgeting".

In rating how competent the respondents considered themselves in a concept the means ($\bar{x}$) are considerably lower. The means for two concepts in the area of Clothing and Textiles were at the scale midpoint. Other means ranged upward 8.8 for "safety and sanitation practices" in the area of Food and Nutrition and "importance of communication between parent/child" in the area of Parenting.

Table 3 shows the statistical relationship between respondents ratings of the importance of concepts for functioning as adults and how they rated their competence. In each instance significant differences at the .001 level or lower were found indicating a lower level of competence than importance. (see Table 3)

Table 2
Evaluating Program Outcomes: Occupation of Homemaking
Means and Standard Deviations

	Importance		Competence	
TOPICS IN MULTIPLE AREAS	$\bar{x}$	sd.	$\bar{x}$	sd.
Understanding of one's values, needs, goals	9.2	1.3	8.1	1.5
Relationships with family members and others	9.3	1.3	8.4	1.5
Use of leisure time	7.9	1.6	7.0	2.0
Handling conflict	8.8	1.3	7.1	1.6
Legal aspects of families	7.5	2.1	5.8	2.4
Professionalism in one's career	9.2	1.3	8.7	1.4
Decision making skills	9.1	1.2	7.9	1.4
Time management	9.0	1.3	7.4	1.6
Career information/selection educational program	8.5	1.6	7.4	1.8
Problem-solving	8.8	1.3	7.8	1.3
PARENTING				
Responsibilities/considerations in becoming a parent	9.4	1.1	8.4	1.6
Parental roles and expectations	8.9	1.3	8.0	1.6
Child's impact on the parents	8.9	1.3	7.9	1.9
Parent's impact on the child	9.5	.8	8.5	1.6
Alternative styles of parenting	8.4	1.4	7.3	2.1
Importance of communication between parent/child	9.7	.9	8.8	1.4
Meeting of family crises	9.4	.9	8.1	1.5
CHILD DEVELOPMENT				
Knowledge of prenatal development	9.3	1.2	7.8	2.3
Physical development of children	9.2	1.1	7.9	1.9
Emotional development of children	9.5	1.0	7.6	1.9
Intellectual development of children	9.1	1.2	7.5	1.9
Patterns of social development of children	8.9	1.3	7.2	2.0
Principles of guidance and discipline for different stages of development	9.3	1.1	7.5	1.8
Way of interacting with children that are supportive and encourage development	9.4	.9	8.0	1.8
CLOTHING AND TEXTILES				
Skills in sewing	6.2	2.1	5.2	3.0
Fabric identification, properties, finishes	6.0	2.3	5.1	2.7
Pattern selection and alterations	6.0	2.4	4.8	3.0
Garment construction	6.6	2.4	5.0	3.1
Comparison shopping for clothing	8.5	1.6	7.8	2.0
Care of clothing	8.9	1.5	8.2	1.7
Clothing selection	8.6	1.4	8.2	1.6

Table 2 (con't)

	Importance		Competence	
	$\bar{x}$	sd.	$\bar{x}$	sd.
LIVING ENVIRONMENT				
Making housing choices	8.8	1.3	7.8	1.5
Functional home design	8.0	1.5	7.2	1.8
Energy use and conservation at home	8.9	1.3	7.7	1.6
Furniture selection, construction, cost	8.3	1.5	7.6	1.7
Cleaning and care of a home and furnishings	9.1	1.3	8.3	1.4
FOOD AND NUTRITION				
Function and sources of nutrients	8.9	1.3	7.5	1.8
Relationship of food to dietary needs special situations, and life cycle	8.9	1.3	7.4	1.9
Food preparation	8.8	1.2	7.9	1.8
Planning for individual/family nutritional needs	9.1	1.1	7.6	1.9
Selection and purchasing prepared and non-prepared foods	8.8	1.3	8.0	1.6
Safety and sanitation practices	9.5	1.0	8.8	1.4
Selection, use and care of kitchen equipment	8.7	1.4	8.4	1.4
ADULT LIVING				
Personal roles and role expectations	8.7	1.3	8.0	1.2
Understanding the elderly	8.9	1.2	7.8	1.6
Selection of a mate	9.5	1.3	8.3	1.9
Changing family lifestyles	8.2	1.6	7.0	1.8
Building positive relationships with others	9.5	.9	8.3	1.4
Transferring human relations skills to work place	9.2	1.2	8.5	1.3
RESOURCE MANAGEMENT				
Establishing priorities of needs and wants	9.1	1.2	8.1	1.4
Comparative shopping	8.8	1.3	8.3	1.4
Goal setting and decision-making skills	9.3	1.0	8.0	1.3
Consumer rights and responsibilities	8.8	1.2	7.1	1.7
Effect of life cycle changes on financial plans and needs	8.8	1.2	7.2	1.5
Interdependence of consumer and producers in the United States	8.4	1.4	7.0	1.9
Principles of money management including budgeting	9.5	.8	8.0	1.6
Types and sources of consumer credit	8.6	1.3	7.4	1.7

Table 3
Evaluating Program Outcomes: Occupation of Homemaking
Statistical Relationship of Importance
to Competence Using a T-Test

TOPICS IN MULTIPLE AREAS	Importance $\bar{x}$	Competence $\bar{x}$
Understanding of one's values, needs, goals	9.2	8.1***
Relationships with family members and others	9.3	8.4***
Use of leisure time	7.9	7.1***
Handling conflict	8.8	7.1***
Legal aspects of families	7.5	5.8***
Professionalism in one's career	9.2	8.7***
Decision making skills	9.1	7.9***
Time management	9.0	7.4***
Career information/selection educational program	8.5	7.4***
Problem-solving	8.8	7.8***
PARENTING		
Responsibilities/considerations in becoming a parent	9.4	8.4***
Parental roles and expectations	8.9	8.0***
Child's impact on the parents	8.9	7.9***
Parent's impact on the child	9.5	8.5***
Alternative styles of parenting	8.4	7.3***
Importance of communication between parent/child	9.7	8.8***
Meeting of family crises	9.4	8.1***
CHILD DEVELOPMENT		
Knowledge of prenatal development	9.3	7.8***
Physical development of children	9.2	8.0***
Emotional development of children	9.5	7.6***
Intellectual development of children	9.1	7.5***
Patterns of social development of children	8.9	7.2***
Principles of guidance and discipline for different stages of development	9.2	7.5***
Way of interacting with children that are supportive and encourage development	9.4	8.0***
CLOTHING AND TEXTILES		
Skills in sewing	6.2	5.2***
Fabric identification, properties, finishes	6.0	5.1***
Pattern selection and alterations	6.0	4.8***
Garment construction	6.6	5.0***
Comparison shopping for clothing	8.5	7.8***
Care of clothing	8.9	8.1***
Clothing selection	8.6	8.2***

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 3 (con't)

	Importance $\bar{x}$	Competence $\bar{x}$
LIVING ENVIRONMENT		
Making housing choices	8.8	7.2***
Functional home design	8.0	7.2***
Energy use and conservation at home	8.9	7.7***
Furniture selection, construction, cost	8.3	7.6***
Cleaning and care of a home and furnishings	9.0	8.3***
FOOD AND NUTRITION		
Function and sources of nutrients	8.9	7.5***
Relationship of food to dietary needs special situations, and life cycle	8.9	7.4***
Food preparation	8.8	7.9***
Planning for individual/family nutritional needs	9.1	7.7***
Selection and purchasing prepared and non-prepared foods	8.8	8.0***
Safety and sanitation practices	9.5	8.8***
Selection, use and care of kitchen equipment	8.7	8.4***
ADULT LIVING		
Personal roles and role expectations	8.7	8.0***
Understanding the elderly	8.9	7.8***
Selection of a mate	9.5	8.3***
Changing family lifestyles	8.2	7.0***
Building positive relationships with others	9.5	8.3***
Transferring human relations skills to work place	9.2	8.5***
RESOURCE MANAGEMENT		
Establishing priorities of needs and wants	9.1	8.0***
Comparative shopping	8.8	8.3***
Goal setting and decision-making skills	9.3	8.0***
Consumer rights and responsibilities	8.8	7.1***
Effect of life cycle changes on financial plans and needs	8.8	7.2***
Interdependence of consumer and producers in the United States	8.4	7.0***
Principles of money management including budgeting	9.5	8.0***
Types and sources of consumer credit	8.6	7.4***

Table 4 shows the statistical relationship of importance or competence of concepts as rated by respondents who had enrolled in Home Economics course and those who had not. Analysis of the data by those who had been enrolled in home economics classes and those who had not is shown in Tables 4A through H. In the Multiple Topics Area (Table 4A) no significant differences were found in either importance for functioning as an adult nor competence level. In general the means for those who had enrolled in home economics classes were slightly higher than for those who had not. The two exceptions are the level of importance given "understanding of one's values, needs, and goals by those who had not enrolled in home economics classes and the same groups perception of their level of competence in "problem solving". In the area of Clothing and Textiles (Table 4B) the respondents who had enrolled in a class consistently gave higher rating to the importance of clothing related concepts than those who had not been enrolled in a class. The respondents who had been enrolled in a class also consistently rated themselves more competent. When importance was tested between the two groups significant differences were observed with the exception of one concept "Care of Clothing". When competence was tested between the two groups significant differences were found in each of the concepts listed with the exception of the concept "Comparison Shopping for Clothing".

In the area of Parenting (Table 4C) there were no significant differences in the rating of importances given to each of the concepts listed. Three of the seven concepts listed were found to have significant differences between those who had enrolled in a Home Economics class than those who had not. These concepts were, "Child's Impact on the Parents", "Alternative Styles of Parenting" and "Meeting of Family Crises".

In the area of Adult Living (Table 4D) no significant differences were found either in importance rating or competence level between those respondents who had enrolled in a course with like or related title, with the exception of "Changing family lifestyles" when rating importance and "Understanding the elderly" when rating competence.

In the area of Resource Management (Table 4E) one concept listed, "Comparative Shopping" was significantly higher for importance by those who had not taken a class than those who had. For seven of the eight concepts listed those who had not taken a course rated the concepts higher in importance than did those who had. When asked to rate competence no significant differences were found.

In the area Living Environment (Table 4F) respondents who had enrolled in a class consistently rated the importance of the concept listed higher, however, significant differences were found in two of the five concepts, "Furniture Selection, Construction, Cost" and "Cleaning and Care of a Home and Furnishings". When rating their competence there were no significant differences in respondents who had enrolled in classes and those who had not.

In the area of Child Development (Table 4G) significant differences in importance rating were given by respondents who had enrolled in classes for each of the concepts listed with the exception of "knowledge of Prenatal Development". However, when rating their competence significant differences were found for each of the concepts listed with respondents who had enrolled in a class giving higher ratings to their competence level.

In the area of Food and Nutrition (Table 4H) significant differences were found in each of the concepts listed with the exception of "Safety and Sanitation Practices". Respondents who had enrolled in classes gave consistently higher rating. When rating their competence level, significant differences were found for three concepts, "Foods Preparation", "Planning for Individual/Family Nutritional Needs" and "Selection and Purchasing Prepared and Non-Prepared Foods" with higher ratings given by respondents who had enrolled in classes.

Table 4

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

A: TOPICS IN MULTIPLE AREAS

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Understanding of one's values, needs, goals	242	9.22	90	9.34***	242	8.13	89	8.02
Relationships with family members and others	242	9.38	90	9.21	242	8.52	89	8.07
Use of leisure Time	241	7.97	90	7.75	241	7.19	89	6.82
Handling conflict	242	8.90	90	8.65	242	7.21	89	6.92
Legal aspects of families	239	7.65	90	7.23	240	5.89	89	5.62
Professionalism in one's career	240	9.23	90	9.10	239	8.67	88	8.61
Decision making skills	242	9.16	90	8.93	242	8.00	89	7.62
Time management	242	9.05	90	8.76*	242	7.57	89	7.10
Career information selection educational program	242	8.61	89	8.33	240	7.36	88	7.33
Problem-solving	242	8.93	90	8.58	242	7.79	89	7.89

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

B: CLOTHING AND TEXTILES

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Skills in sewing	242	6.46	90	5.54	242	5.46	89	4.47
Fabric identification, properties, finishes	242	6.13	89	5.38	242	5.31	89	4.64
Pattern selection and alterations	242	6.34	89	5.22	242	5.01	88	4.26
Garment construction	242	6.81	90	5.84	242	5.29	88	4.34
Comparison shopping for clothing	242	8.65	90	8.14	242	7.98	89	7.46
Care of clothing	242	9.05	90	8.43*	242	8.37	89	7.57
Clothing selection	242	8.78	90	8.16	242	8.42	89	7.72*

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

C: PARENTING

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Responsibilities/ considerations in becoming a parent	242	9.39	89	9.36*	242	8.60	88	7.97**
Parental roles and expectations	242	9.00	90	8.81	242	8.27	86	7.36
Child's impact on the child	240	9.05	89	8.51***	240	8.15	88	7.15**
Parent's impact on the child	241	9.58	90	9.44	241	8.63	88	8.14*
Alternative styles of parenting	240	8.46	90	8.12	241	7.54	88	6.78
Importance of communication between child/parent	242	9.66	90	9.70**	242	8.88	89	8.53*
Meeting of family crises	242	9.49	90	9.21	242	8.33	88	7.65**

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

D: ADULT LIVING

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Personal roles and role expectations	241	8.81	90	8.29*	241	8.06	88	7.72
Understanding the elderly	242	9.02	90	8.63	242	7.89	88	7.51
Selection of a mate	242	9.52	89	9.41	241	8.40	89	7.93
Changing family lifestyles	239	8.28	89	8.12*	238	7.11	87	6.89*
Building positive relationships with others	242	9.55	90	9.42	242	8.42	89	8.11
Transferring human relations skills to work place	241	9.28	90	9.09	240	8.60	89	8.29

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

E: RESOURCE MANAGEMENT

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Establishing priorities of needs and wants	242	9.21	90	9.93**	242	8.10	89	7.93
Comparative shopping	242	8.88	90	8.44	242	8.37	89	8.27
Goal setting and decision-making skills	242	9.38	90	9.12*	242	8.10	89	7.87
Consumer rights and responsibilities	242	8.93	90	8.31**	242	7.20	89	6.96
Effect of life cycle changes on financial plans and needs	241	8.90	90	8.51*	241	7.36	89	6.96
Interdependence of consumer and producers in the U.S.	241	8.49	90	8.06	241	7.10	88	6.61
Principles of money management including budgeting	242	9.58	90	9.56***	242	7.99	89	8.18
Types and sources of consumer credit	241	8.75	90	8.20*	241	7.49	89	7.10**

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

F: LIVING ENVIRONMENT

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Making housing choices	242	8.90	90	8.62	242	7.88	89	7.72
Functional home design	242	8.14	90	7.62	242	7.38	89	6.84*
Energy use and conservation at home	242	9.01	90	8.68	242	7.69	89	7.60
Furniture selection, construction, cost	242	8.48	90	7.22***	242	7.68	89	7.34
Cleaning and care of a home and furnishings	242	9.18	90	8.63**	242	8.47	89	8.00*

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a T-Test

G: CHILD DEVELOPMENT

	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
Questions	#	Mean	#	Mean	#	Mean	#	Mean
Knowledge of prenatal development	242	9.44	90	8.87***	242	8.03	89	7.21
Physical development of children	242	9.35	90	8.81***	242	8.20	89	7.26*
Emotional development of children	242	9.55	90	9.21	242	7.75	89	7.03
Intellectual development of children	242	9.24	90	8.89	242	7.63	89	7.15
Patterns of social development of children	242	8.95	90	8.71*	242	7.44	89	6.72
Principles of guidance and discipline for different stages of development	242	9.36	90	9.02	242	7.66	89	7.02
Ways of interacting with children that are supportive and encourage development	242	9.46	89	9.37	242	8.12	88	7.55

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 4 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not using a T-Test

H: FOOD AND NUTRITION

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Function and sources of nutrients	242	9.02	90	8.63	242	7.57	89	7.37
Relationship of food to dietary needs, special situations, and life cycle	242	9.07	89	8.58***	242	7.48	88	7.07
Food preparation	242	8.90	90	8.54	242	8.11	89	7.38
Planning for individual/family nutritional needs	242	9.26	90	8.80	242	7.87	89	7.04
Selection and purchasing prepared and non-prepared foods	242	8.83	90	8.52	242	8.14	89	7.65
Safety and sanitation practices	242	9.54	90	9.36	242	8.87	89	8.49
Selection, use and care of kitchen equipment	242	8.83	90	8.20*	242	8.50	89	8.01

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 shows the statistical relationship of importance or competence of concepts as rated by respondents who had enrolled in a specific course with like or similar title and those who had not.

In the area of Clothing and Textiles (Table 5A) the data shows significantly higher levels given to importance in each of the concepts listed. When asked to rate their level of competence there was no significant differences in two of the concepts listed; "fabric identification, properties, finishes" and "pattern selection and alterations", with the other concepts listed showing significant differences at the 0.01 level.

In the area of Parenting (Table 5B) only one concept listed showed significant differences (0.01) with those who had enrolled in a home economics class giving the concept "child's impact on the parents" a higher rating than those who had not enrolled in home economics. However, when rating their competence level in the concepts listed under Parenting those students having been enrolled in home economics showed significantly higher ratings for each of the concepts except "parent's impact on the child" and "importance of communication between child/parent" where no significant differences were shown. Respondents who had not enrolled in home economics rated "importance of communication" between child/parent as very slightly higher than those who had been enrolled in at least one home economics class which is reversed for the other concepts.

In the area of Adult Living (Table 5C) significant differences are shown for two concepts listed, "personal roles and role expectations" and "understanding the elderly" were given significantly higher ratings by those who had enrolled in home economics classes. When rating their competence level those who had enrolled in home economics "understanding the elderly" and "selection of a mate", significantly higher than those who had not enrolled in home economics.

In the area of Resource Management (Table 5D) three concepts listed, "comparative shopping", "consumer rights and responsibilities", and "types and sources of consumer credit", were rated significantly higher by those who had enrolled in home economics classes./ There were no significant differences in the rating given respondent competence level.

In the area of Living Environments (Table 5E) of the five concepts listed three were given a significantly higher rating by those who had been enrolled in home economics. The three were: "functional home design", furniture selection, construction, cost" and "cleaning and care of a home and furnishing". When rating their competence level, those respondents who had been enrolled in home economic classes rated the concept "cleaning and care of a home and furnishings as significantly higher. There were no significant differences for the remaining concepts listed.

In the area of Child Development (Table 5F) respondents who had enrolled in home economics classes rated three of the seven concepts listed, "knowledge of prenatal development", physical development of children" and "emotional development of children", significantly higher than those who had not enrolled in home economics classes. When rating their competence level respondents who had been enrolled in home economics rated five of the seven concepts listed significantly higher. The two concepts where no significant differences

occurred are: "intellectual development of children", and "ways of interacting with children that are supportive and encourage development".

In the area of Food and Nutrition (Table 5G) two of the concepts were rated significantly more important by the respondents who had been enrolled in home economics classes than by those who had not. These two concepts are "planning for individual/family nutritional needs" and "selection, use and care of kitchen equipment". When rating their competence those respondents who had enrolled in home economics rated a significantly higher competence level in four of the seven concepts listed. These were "food preparation", "planning for individual/family nutritional needs", "safety and sanitation practices" and selection, use and care of kitchen equipment".

Table 5

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not

A: CLOTHING AND TEXTILES

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
	#	Mean	#	Mean	#	Mean	#	Mean
Skills in sewing	161	6.68	171	5.76***	161	6.04	170	4.40***
Fabric identification, properties, finishes	161	6.37	170	5.50***	161	5.76	170	4.55***
Pattern selection and alterations	161	6.59	170	5.51***	161	5.52	169	4.17***
Garment construction	161	7.23	171	5.90***	161	6.00	169	4.15***
Comparison shopping for clothing	161	8.73	171	8.30*	161	8.05	170	7.64
Care of clothing	161	9.06	171	8.71*	161	8.41	170	7.91**
Clothing selection	161	8.88	171	8.37***	161	8.45	170	8.02*

[a]Group 1 = respondents who enrolled in Clothing or related titled courses.
[b]Group 2 = respondents who did not enroll in a Clothing or related titled course.

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not

B: PARENTING

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Group 1[a] Mean	Group 2[b] #	Group 2[b] Mean	Group 1[a] #	Group 1[a] Mean	Group 2[b] #	Group 2[b] Mean
Responsibilities/ considerations in becoming a parent	96	9.36	235	9.38	96	8.60	233	8.35
Parental roles and expectations	97	8.87	235	8.97	97	8.32	231	7.89*
Child's impact on the parents	97	8.92	232	8.87	97	8.35	231	7.67**
Parent's impact on the child	97	9.62	234	9.51	97	8.73	232	8.39*
Alternative styles of parenting	97	8.41	233	8.34	97	7.78	232	7.13**
Importance of communication between child/parent	97	9.63	235	9.68	97	8.91	234	8.73
Meeting of family crises	97	9.43	235	9.35	97	8.51	233	7.99***

[a]Group 1 = respondents who enrolled in Parenting or related titled courses.
[b]Group 2 = respondents who did not enroll in a Parenting or related titled course.

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not

C: ADULT LIVING

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Personal roles and role expectations	120	8.73	211	8.64	120	8.01	209	7.96
Understanding the elderly	120	8.98	212	8.87	120	8.05	210	7.64*
Selection of a mate	120	9.53	211	9.47	120	8.43	210	8.19
Changing family lifestyles	117	8.44	211	8.13	118	7.20	207	6.95
Building positive relationships with others	120	9.57	212	9.48	120	8.31	211	8.35
Transferring human relations skills to work place	119	9.35	212	9.17	118	8.61	211	8.48

[a]Group 1 = respondents who enrolled in Adult Living or related titled courses.
[b]Group 2 = respondents who did not enroll in Adult Living or related titled course.

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not

D: RESOURCE MANAGEMENT

	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
Questions	#	Mean	#	Mean	#	Mean	#	Mean
Establishing priorities of needs and wants	63	9.11	267	9.15	63	8.02	266	8.06
Comparative shopping	63	8.24	267	8.88***	63	8.03	266	8.41
Goal setting and decision-making skills	63	9.17	267	9.34	63	8.00	266	8.05
Consumer rights and responsibilities	63	8.63	267	8.78	63	7.11	266	7.12
Effect of life cycle changes on financial plans and needs	63	8.51	266	8.86*	63	7.00	265	7.30
Interdependence of consumer and producers in the U.S.	63	8.21	266	8.41	63	6.90	264	6.98
Principles of money management including budgeting	63	9.27	267	9.57*	63	7.73	266	8.11
Types and sources of consumer credit	63	8.38	266	8.66	63	7.75	266	7.31

[a]Group 1 = respondents who enrolled in Resource Management or related titled courses.
[b]Group 2 = respondents who did not enroll in a Resource Management or related titled course.
* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not

F: LIVING ENVIRONMENT

	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
Questions	#	Mean	#	Mean	#	Mean	#	Mean
Making housing choices	55	9.00	276	8.79	55	8.07	275	7.80
Functional home design	55	8.29	276	7.93	55	7.45	275	7.15
Energy use and conservation at home	55	9.00	276	8.90	55	7.49	275	7.69
Furniture selection, construction, cost	55	8.60	276	7.21	55	7.61	275	5.59
Cleaning and care of a home and furnishings	55	9.36	276	8.97**	55	8.51	275	8.32

[a]Group 1 = respondents who enrolled in Living Environment or related titled courses.
[b]Group 2 = respondents who did not enroll in a Living Environment or related titled course.

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not

G: CHILD DEVELOPMENT

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
	#	Mean	#	Mean	#	Mean	#	Mean
Knowledge of prenatal development	149	9.46	183	9.13**	149	8.47	182	7.24***
Physical development of children	149	9.40	183	9.03**	149	8.43	182	7.54***
Emotional development of children	149	9.60	183	9.34*	149	8.01	182	7.18***
Intellectual development of children	149	9.30	183	9.01*	149	7.83	182	7.23**
Patterns of social development of children	149	9.05	183	8.74*	149	7.75	182	6.85***
Principles of guidance and discipline for different stages of development	149	9.46	183	9.10**	149	7.94	182	7.12***
Ways of interacting with children that are supportive and encourage development	149	9.58	182	9.36*	149	8.56	181	7.64***

[a]Group 1 = respondents who enrolled in Child Development or related titled courses.

[b]Group 2 = respondents who did not enroll in a Child Development or related titled course.

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 5 (con't)

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course With Like or Similar Title and Those Who Had Not

H: FOOD AND NUTRITION

Questions	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
	#	Mean	#	Mean	#	Mean	#	Mean
Function and sources of nutrients	183	9.10	148	8.66**	183	7.64	147	7.35
Relationship of food to dietary needs, special situations, and life cycle	183	9.13	147	8.69**	183	7.48	146	7.24
Food preparation	183	9.02	148	8.53***	183	8.20	147	7.53***
Planning for individual/family nutritional needs	183	9.34	148	8.86***	183	7.97	147	7.23***
Selection and purchasing prepared and non-prepared foods	183	8.91	148	8.54*	183	8.26	147	7.68***
Safety and sanitation practices	183	9.61	148	9.33*	183	8.95	147	8.56*
Selection, use and care of kitchen equipment	183	8.90	148	8.34***	183	8.52	147	8.16*

[a]Group 1 = respondents who enrolled in Food and Nutrition or related titled courses.
[b]Group 2 = respondents who did not enroll in a Food and Nutrition or related titled course.

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Both simple (one-way) and complex (two-way) analysis of variance techniques have been used to analyze this data. Independent variables used are: family income level, highest educational level, gender, marital status, year graduated, size of high school, region, employment status and gender. Tables 6, 7, 8, 9, 10 and 11 illustrate the findings with Table 6 and 7 showing the relationship of family income and the concepts which for purposes of this portion of the paper are called dependent variables. When comparisons were made according to importance (see Table 6) only one variable, "professionalism in one's career", showed significant differences in variability in both within and between groups with the higher income group showing the most difference. When comparisons were made according to competence (see Table 7), three variables showed significant differences. These are: "Alternative styles of parenting", "Care of clothing" and "Function and source of nutrition". Again, the higher income group showed the most difference.

Tables 8 and 9 show the relationship of highest income level and the dependent variables, when comparisons were made according to importance (see Table 8) significant differences occur in 15 of the 57 subject matter related variables. Three of these occur in "Parenting" and "Clothing and Textiles"; five occur in "Food and Nutrition". In other subject areas significant differences occur in one or two of the variables.

When comparisons were made according to competence, 16 of the 57 subject matter variables showed significant differences with those who had been enrolled in post-secondary educational programs showing more variation in their responses. Two subject areas "Parenting" and "Foods and Nutrition" contained five and four, respectively, variables with significant differences. One variable, "Career information" was significant for the group who had not been enrolled in post-secondary education.

Tables 10 and 11 show the relationship of gender and the dependent variables. When comparisons were made according to importance (see Table 10) significant differences occur in 39 of the 57 of the subject matter variables. In two areas all of the variables showed significant differences, "Clothing and Textiles" and "Foods and Nutrition". The areas of "Parenting", "Child Development", "Adult Living" and "Resource Management" showed significant differences with females consistently showing the higher means.

When comparisons were made according to competence (see Table 11) 35 of the 57 subject matter variables had significant differences all in the direction of the female except for "energy use and conservation" which was in the direction of the male. In four of the areas "Parenting", Child Development", "Clothing and Textiles" and Foods and Nutrition" all of the variables showed significant differences and one area "Resource Management" none of the variables revealed significant differences.

Table 6

Analysis of Variance by Family Annual Income

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
TOPICS IN MULTIPLE AREAS					
Understanding of one's values, needs, goals	9.1313	9.2831	.8774	1	316
Relationship with family members and others	9.1212	9.4292	3.7698	1	316
Use of leisure Time	7.9082	7.8767	.0252	1	315
Handling conflict	8.9798	8.7626	1.8433	1	316
Legal aspects of families	7.7423	7.4725	1.1720	1	313
Professionalism in one's career	8.9293	8.2995	5.6056*	1	314
Decision making skills	9.1111	9.1461	.0662	1	316
Time management	8.9192	9.0502	.7678	1	316
Career information selection educational program	8.4848	8.5936	.3109	1	316
Problem-solving	8.9495	8.7945	1.0297	1	316

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Group 1 = $20,000 or above family income
Group 2 = less than $20,000

Table 6 (con't)

Analysis of Variance by Family Annual Income

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
PARENTING					
Responsibilities/ considerations in becoming a parent	9.3030	9.4083	.5660	1	315
Parental roles and expectations	8.9635	8.9635	.0006	1	316
Child's impact on the parent	7.8947	7.8950	.0000	1	312
Parent's impact on the child	8.6042	8.4703	.4578	1	313
Alternative styles of parenting	8.4639	8.2922	.9700	1	316
Importance of communication between child/parent	9.5859	9.6895	.9297	1	316
Meeting of family crises	9.3737	9.3836	.0074	1	316

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 6 (con't)

Analysis of Variance by Family Annual Income

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
CHILD DEVELOPMENT					
Knowledge of prenatal development	9.2626	9.2740	.0064	1	316
Physical development of children	9.1919	9.1918	.0000	1	316
Emotional development of children	9.4242	9.4521	.0537	1	316
Intellectual development of children	9.2020	9.0959	.5605	1	316
Patterns of social development of children	8.9192	8.8858	.0449	1	316
Principles of guidance and discipline for different stages of development	9.2222	9.2740	.1455	1	316
Ways of interacting with children that are supportive and encourage development	9.4694	9.4292	.1220	1	315

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 6 (con't)

Analysis of Variance by Family Annual Income

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
CLOTHING AND TEXTILES					
Skills in sewing	6.3636	6.1279	.8415	1	316
Fabric identification, properties, finishes	5.9394	5.9220	.0040	1	315
Pattern selection and alterations	6.4286	5.8813	3.4775	1	315
Garment construction	6.6768	6.4840	.4239	1	316
Comparison shopping for clothing	8.7172	8.4064	2.5788	1	316
Care of clothing	9.0808	8.7900	2.5754	1	316
Clothing selection	8.7677	8.5936	1.0764	1	316

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 6 (con't)

Analysis of Variance by Family Annual Income

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
LIVING ENVIRONMENT					
Making housing choices	8.8586	8.8082	.1051	1	316
Functional nome design	8.0505	7.9680	.1965	1	316
Energy use and conservation at home	9.0808	8.8311	2.3994	1	316
Furniture selection, construction, cost	8.2727	8.3014	.0232	1	316
Cleaning and care of a home and furnishings	8.9596	9.0457	.3209	1	316

* p<0.05
** p<0.01
*** p<0.001

Table 6 (con't)

Analysis of Variance by Family Annual Income

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
FOOD AND NUTRITION					
Function and sources of nutrients	9.0101	8.8447	1.1602	1	316
Relationship of food to dietary needs, special situations, and life cycle	9.1224	8.8602	3.1943	1	315
Food preparation	8.8586	8.7580	.4738	1	316
Planning for individual/family nutritional needs	9.1212	9.1233	.0002	1	316
Selection and purchasing prepared and non-prepared foods	8.7374	8.7626	.0248	1	316
Safety and sanitation practices	9.4343	9.5114	.3937	1	316
Selection, use and care of kitchen equipment	8.7475	8.6256	.5390	1	316

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 6 (con't)

Analysis of Variance by Family Annual Income

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
ADULT LIVING					
Personal roles and role expectations	8.6735	8.6667	.0018	1	315
Understanding the elderly	8.8384	8.9498	.5738	1	316
Selection of a mate	9.3980	9.5297	.6727	1	315
Changing family lifestyles	8.1531	8.2593	.3064	1	312
Building positive relationships with others	7.7423	7.4725	1.1720	1	313
Transferring human relations skills to work place	9.0505	9.3165	3.4654	1	315

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 6 (con't)

Analysis of Variance by Family Annual Income

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
RESOURCE MANAGEMENT					
Establishing priorities of needs and wants	9.0908	9.1918	.4663	1	316
Comparative shopping	8.8990	8.7306	1.1657	1	316
Goal setting and decision-making skills	9.2626	9.3881	1.2243	1	316
Consumer rights and responsibilities	8.8485	8.7580	.3624	1	316
Effect of life cycle changes on financial plans and needs	8.7071	8.8394	.8208	1	315
Interdependence of consumer and producers in the U.S.	8.4949	8.3257	.9776	1	315
Principles of money management including budgeting	9.4848	9.5160	.0997	1	316
Types and sources of consumer credit	8.5408	8.6393	.3673	1	315

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 7

Analysis of Variance by Family Annual Income

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
TOPICS IN MULTIPLE AREAS					
Understanding of one's values, needs, goals	7.9592	8.2009	1.9939	1	315
Relationship with family members and others	8.3878	8.4566	.1520	1	315
Use of leisure Time	7.0515	7.1507	.1699	1	314
Handling conflict	7.2857	7.1050	.9036	1	315
Legal aspects of families	5.8969	5.8028	.0999	1	313
Professionalism in one's career	8.3646	8.8249	7.9799	1	311
Decision making skills	7.7653	7.9635	1.3745	1	315
Time management	7.2959	7.5525	1.6508	1	315
Career information selection educational program	7.1959	7.4358	1.1464	1	313
Problem-solving	7.6531	7.8858	2.2468	1	315

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Group 1 = $20,000 or above family income
Group 2 = less than $20,000

Table 7 (con't)

Analysis of Variance by Family Annual Income

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
PARENTING					
Responsibilities/ considerations in becoming a parent	8.2857	8.5046	1.2014	1	314
Parental roles and expectations	7.9691	8.0783	.3111	1	312
Child's impact on the parent	7.8947	7.8950	.0000	1	312
Parent's impact on the child	8.6042	8.4703	.4578	1	313
Alternative styles of parenting	7.7396	7.1553	5.1944*	1	313
Importance of communication between child/parent	8.6735	8.8174	.6983	1	315
Meeting of family crises	8.1649	8.1598	.0007	1	314

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 7 (con't)

Analysis of Variance by Family Annual Income

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
CHILD DEVELOPMENT					
Knowledge of prenatal development	8.0714	7.6941	1.8735	1	315
Physical development of children	8.0306	7.8950	.3517	1	315
Emotional development of children	7.6020	7.5297	.1011	1	315
Intellectual development of children	7.5714	7.4566	.2402	1	315
Patterns of social development of children	7.4898	7.1324	2.0798	1	315
Principles of guidance and discipline for different stages of development	7.5306	7.4886	.0347	1	315
Ways of interacting with children that are supportive and encourage development	7.9588	7.9132	.0424	1	314

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 7 (con't)

Analysis of Variance by Family Annual Income

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
CLOTHING AND TEXTILES					
Skills in sewing	5.6735	4.9909	3.5445	1	315
Fabric identification, properties, finishes	5.5000	4.9224	3.1679	1	315
Pattern selection and alterations	5.2784	4.6210	3.2196	1	314
Garment construction	5.5258	4.8447	3.3517	1	314
Comparison shopping for clothing	8.1429	7.7032	3.4593	1	315
Care of clothing	8.4796	7.9863	5.5597*	1	315
Clothing selection	8.3571	8.1553	1.0931	1	315

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 7 (con't)

Analysis of Variance by Family Annual Income

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
LIVING ENVIRONMENT					
Making housing choices	7.7551	7.8858	.5147	1	315
Functional home design	7.0612	7.2374	.6069	1	315
Energy use and conservation at home	7.7959	7.5982	.9969	1	315
Furniture selection, construction, cost	7.4388	7.6530	1.1198	1	315
Cleaning and care of a home and furnishings	8.3571	8.3379	.0121	1	315

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 7 (con't)

Analysis of Variance by Family Annual Income

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
FOOD AND NUTRITION					
Function and sources of nutrients	7.8469	7.3973	4.1580*	1	315
Relationship of food to dietary needs, special situations, and life cycle	7.5052	7.2968	.7792	1	314
Food preparation	7.9082	7.8721	.0252	1	315
Planning for individual/family nutritional needs	7.8878	7.5160	2.6355	1	314
Selection and purchasing prepared and non-prepared foods	7.9898	8.0000	.0028	1	315
Safety and sanitation practices	8.8980	8.7169	1.1943	1	315
Selection, use and care of kitchen equipment	8.4490	8.3059	.7192	1	315

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 7 (con't)

Analysis of Variance by Family Annual Income

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
ADULT LIVING					
Personal roles and role expectations	8.0104	7.9726	.0654	1	313
Understanding the elderly	7.8660	7.7169	.5941	1	314
Selection of a mate	8.0825	8.3836	1.7538	1	314
Changing family lifestyles	7.0426	7.0415	.0000	1	309
Building positive relationships with others	8.2449	8.3744	.5459	1	315
Transferring human relations skills to work place	8.3367	8.6083	2.9425	1	313

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 7 (con't)

Analysis of Variance by Family Annual Income

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
RESOURCE MANAGEMENT					
Establishing priorities of needs and wants	8.1735	8.0000	1.1179	1	315
Comparative shopping	8.4592	8.3014	.8166	1	315
Goal setting and decision-making skills	8.0000	8.0639	.1712	1	315
Consumer rights and responsibilities	7.3878	7.0365	3.0699	1	315
Effect of life cycle changes on financial plans and needs	7.2990	7.2192	.1841	1	314
Interdependence of consumer and producers in the U.S.	7.1031	6.9725	.3170	1	313
Principles of money management including budgeting	8.0816	8.0594	.0139	1	315
Types and sources of consumer credit	7.0722	7.5479	5.2122	1	314

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 8

Analysis of Variance by Highest Education Level

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Witnin Groups
TOPICS IN MULTIPLE AREAS					
Understanding of one's values, needs, goals	9.0735	9.2906	1.4566	1	331
Relationship with family members and others	9.2794	9.3547	.1819	1	331
Use of leisure Time	7.8657	7.9170	.0528	1	330
Handling conflict	8.9559	8.8038	.7262	1	331
Legal aspects of families	7.7121	7.4962	.5736	1	328
Professionalism in one's career	9.2388	9.1780	.1188	1	329
Decision making skills	9.1324	9.0943	.0567	1	331
Time management	9.0441	8.9585	.2462	1	331
Career information selection educational program	8.3824	8.5682	.7011	1	330
Problem-solving	8.8676	8.8302	.0471	1	331

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Group 1 = Post secondary
Group 2 = No post secondary

Table 8 (con't)

Analysis of Variance by Highest Education Level

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
PARENTING					
Responsibilities/ considerations in becoming a parent	9.5735	9.3295	2.4534	1	330
Parental roles and expectations	9.0000	8.9321	.1463	1	331
Child's impact on the parent	8.2985	7.7672	4.1643*	1	327
Parent's impact on the child	8.8382	8.4046	4.0202*	1	328
Alternative styles of parenting	8.4776	8.3295	.5627	1	329
Importance of communication between child/parent	9.7794	9.6377	1.4329	1	331
Meeting of family crises	9.6765	9.2981	8.9562**	1	331

* p<0.05
** p<0.01
*** p<0.001

Table 8 (con't)

Analysis of Variance by Highest Education Level

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
CHILD DEVELOPMENT					
Knowledge of prenatal development	9.4118	9.2415	1.1720	1	331
Physical development of children	9.3824	9.1509	2.1999	1	331
Emotional development of children	9.5441	9.4340	.6879	1	331
Intellectual development of children	9.3824	9.0792	3.7452	1	331
Patterns of social development of children	8.9853	8.8642	.4693	1	331
Principles of guidance and discipline for different stages of development	9.5735	9.1840	6.7198**	1	331
Ways of interacting with children that are supportive and encourage development	9.5588	9.4091	1.3767	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 8 (con't)

Analysis of Variance by Highest Education Level

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
CLOTHING AND TEXTILES					
Skills in sewing	6.7206	6.0868	4.9191*	1	331
Fabric identification, properties, finishes	6.3529	5.8220	2.9730	1	330
Pattern selection and alterations	6.5294	5.9167	3.5130	1	330
Garment construction	7.0441	6.4264	3.4698	1	331
Comparison shopping for clothing	8.6471	8.4792	.6036	1	331
Care of clothing	9.2647	8.7887	5.6894*	1	331
Clothing selection	9.0147	8.5057	6.9983**	1	331

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 8 (con't)

Analysis of Variance by Highest Education Level

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
LIVING ENVIRONMENT					
Making housing choices	9.1618	8.7396	5.9970*	1	331
Functional home design	8.2353	7.9396	2.0355	1	331
Energy use and conservation at home	9.1324	8.8642	2.2411	1	331
Furniture selection, construction, cost	8.6912	8.1698	6.2915*	1	331
Cleaning and care of a home and furnishings	9.2647	8.9698	3.0246	1	331

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 8 (con't)

Analysis of Variance by Highest Education Level

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
FOOD AND NUTRITION					
Function and sources of nutrients	9.1765	8.8415	3.8855*	1	331
Relationship of food to dietary needs, special situations, and life cycle	9.1618	8.8788	2.5822	1	330
Food preparation	9.1176	8.7245	5.8160*	1	331
Planning for individual/family nutritional needs	9.3529	9.0792	3.2817	1	331
Selection and purchasing prepared and non-prepared foods	9.1176	8.6604	6.6821*	1	331
Safety and sanitation practices	9.7206	9.4302	4.5409*	1	331
Selection, use and care of kitchen equipment	9.1471	8.5321	11.2810***	1	331

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 8 (con't)

Analysis of Variance by Highest Education Level

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
ADULT LIVING					
Personal roles and role expectations	8.6342	8.6780	.0645	1	330
Understanding the elderly	9.1324	8.8491	3.0215	1	331
Selection of a mate	9.5735	9.4773	.2939	1	330
Changing family lifestyles	8.3077	8.2235	.1520	1	327
Building positive relationships with others	7.7121	7.4962	.5736	1	328
Transferring human relations skills to work place	9.1642	9.2491	.2759	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 8 (con't)

Analysis of Variance by Highest Education Level

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
RESOURCE MANAGEMENT					
Establishing priorities of needs and wants	9.1765	9.1245	.0942	1	331
Comparative shopping	9.1471	8.6679	7.6530**	1	331
Goal setting and decision-making skills	9.5147	9.2604	3.7132	1	331
Consumer rights and responsibilities	8.9706	8.7094	2.3927	1	331
Effect of life cycle changes on financial plans and needs	8.9412	8.7500	1.3665	1	330
Interdependence of consumer and producers in the U.S.	8.8382	8.2500	9.5768**	1	330
Principles of money management including budgeting	9.6324	9.4868	1.7408	1	331
Types and sources of consumer credit	8.8806	8.5283	3.7309	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 9

Analysis of Variance by Highest Education Level

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
TOPICS IN MULTIPLE AREAS					
Understanding of one's values, needs, goals	7.8824	8.1553	1.9054	1	330
Relationship with family members and others	8.4412	8.3788	.0923	1	330
Use of leisure Time	7.2687	7.0492	.6564	1	329
Handling conflict	7.3971	7.0606	2.3839	1	330
Legal aspects of families	5.8676	5.7977	.0444	1	328
Professionalism in one's career	8.4848	8.6985	1.3123	1	326
Decision making skills	8.2206	7.8106	4.6995*	1	330
Time management	7.5294	7.4205	.2371	1	330
Career information selection educational program	6.4776	7.5763	20.4749***	1	327
Problem-solving	7.8235	7.8144	.0027	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Group 1 = Post secondary
Group 2 = No post secondary

Table 9 (con't)

Analysis of Variance by Highest Education Level

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
PARENTING					
Responsibilities/ considerations in becoming a parent	8.9559	8.2939	9.2028**	1	328
Parental roles and expectations	8.5970	7.8779	11.2482***	1	327
Child's impact on the parent	8.2985	7.7672	4.1643*	1	327
Parent's impact on the child	8.8382	8.4046	4.0202*	1	328
Alternative styles of parenting	7.5821	7.2856	1.2922	1	328
Importance of communication between child/parent	8.9853	8.7311	1.7884	1	330
Meeting of family crises	8.6324	8.0190	8.9794**	1	329

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 9 (con't)

Analysis of Variance by Highest Education Level

COMPETENCE

Dependant Variable	Group 1 # Mean	Group 2 # Mean	F	DF Between Groups	DF Within Groups
CHILD DEVELOPMENT					
Knowledge of prenatal development	8.1765	7.7083	2.3410	1	330
Physical development of children	8.2353	7.8636	2.1710	1	330
Emotional development of children	7.8971	7.4659	2.9511	1	330
Intellectual development of children	7.3235	7.5379	.6829	1	330
Patterns of social development of children	7.0882	7.2879	.5262	1	330
Principles of guidance and discipline for different stages of development	7.9559	7.3636	5.6592*	1	330
Ways of interacting with children that are supportive and encourage development	8.0294	7.9430	.1251	1	329

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 9 (con't)

Analysis of Variance by Highest Education Level

COMPETENCE

Dependant Variable	Group 1 # Mean	Group 2 # Mean	F	DF Between Groups	DF Within Groups
CLOTHING AND TEXTILES					
Skills in sewing	5.1912	5.2045	.0011	1	330
Fabric identification, properties, finishes	5.1176	5.1364	.0026	1	330
Pattern selection and alterations	4.8235	4.8213	.0000	1	329
Garment construction	5.2206	5.0038	.2680	1	329
Comparison shopping for clothing	8.1765	7.7538	2.5284	1	330
Care of clothing	8.6912	8.1089	8.4576**	1	330
Clothing selection	8.7500	8.1023	9.3934**	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 9 (con't)

Analysis of Variance by Highest Education Level

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
LIVING ENVIRONMENT					
Making housing choices	8.3676	7.7008	11.0042***	1	330
Functional home design	7.6765	7.0720	5.8716*	1	330
Energy use and conservation at home	8.1471	7.5164	7.5164**	1	330
Furniture selection, construction, cost	8.0000	7.4848	5.2041*	1	330
Cleaning and care of a home and furnishings	8.9412	8.1932	15.4326***	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 9 (con't)

Analysis of Variance by Highest Education Level

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
FOOD AND NUTRITION					
Function and sources of nutrients	7.4412	7.5417	.1638	1	330
Relationship of food to dietary needs, special situations, and life cycle	7.2206	7.4106	.5283	1	329
Food preparation	8.4853	7.7614	8.5250**	1	330
Planning for individual/family nutritional needs	7.9559	7.5682	2.3412	1	330
Selection and purchasing prepared and non-prepared foods	8.3971	7.9129	5.1310*	1	330
Safety and sanitation practices	9.0735	8.6932	4.2683*	1	330
Selection, use and care of kitchen equipment	8.9853	8.2083	18.0575***	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 9 (con't)

Analysis of Variance by Highest Education Level

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
ADULT LIVING					
Personal roles and role expectations	8.0294	7.9580	.1879	1	328
Understanding the elderly	8.1618	7.6844	4.9637*	1	329
Selection of a mate	8.4412	8.2281	.6819	1	329
Changing family lifestyles	6.8000	7.1073	1.4455	1	324
Building positive relationships with others	8.2206	8.3636	.5363	1	330
Transferring human relations skills to work place	8.3788	8.5530	.9477	1	328

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 9 (con't)

Analysis of Variance by Highest Education Level

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
RESOURCE MANAGEMENT					
Establishing priorities of needs and wants	8.2647	7.9962	2.1149	1	330
Comparative shopping	8.6324	8.2689	3.4980	1	330
Goal setting and decision-making skills	8.1471	8.0114	.6113	1	330
Consumer rights and responsibilities	7.2206	7.1023	.2704	1	330
Effect of life cycle changes on financial plans and needs	7.2537	7.2386	.0052	1	329
Interdependence of consumer and producers in the U.S.	6.8529	7.0000	.3138	1	328
Principles of money management including budgeting	8.0441	8.0417	.0001	1	330
Types and sources of consumer credit	7.3582	7.3977	.0279	1	329

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 10

Analysis of Variance by Gender

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
TOPICS IN MULTIPLE AREAS					
Understanding of one's values, needs, goals	8.7561	9.3151	6.5165*	1	331
Relationship with family members and others	8.7805	94178	8.8844**	1	331
Use of leisure Time	7.8293	7.9175	.1050	1	330
Handling conflict	8.4146	8.8938	4.8481*	1	331
Legal aspects of families	6.5366	7.6817	11.3304***	1	328
Professionalism in one's career	9.2683	9.1793	.1712	1	329
Decision making skills	8.8537	9.1370	2.1058	1	331
Time management	8.8537	8.9932	.4343	1	331
Career information selection educational program	8.2500	8.5685	1.3426	1	330
Problem-solving	8.5610	8.8767	2.2398	1	331

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Group 1 = Male
Group 2 = Female

Table 10 (con't)

Analysis of Variance by Gender

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
PARENTING					
Responsibilities/ considerations in becoming a parent	8.8250	9.4555	10.9307**	1	330
Parental roles and expectations	8.3171	9.0342	11.1990***	1	331
Child's impact on the parent	6.6250	8.0484	20.6625***	1	327
Parent's impact on the child	7.7000	8.6034	11.6211***	1	328
Alternative styles of parenting	7.7317	8.4483	9.0873**	1	329
Importance of communication between child/parent	9.5610	9.6815	.6875	1	331
Meeting of family crises	9.1463	9.4075	2.7839	1	331

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 10 (con't)

Analysis of Variance by Gender

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
CHILD DEVELOPMENT					
Knowledge of prenatal development	8.5122	9.3836	21.6531***	1	331
Physical development of children	8.13464	9.3014	20.1992***	1	331
Emotional development of children	9.0244	9.5171	9.3838**	1	331
Intellectual development of children	8.7317	9.1986	5.9433**	1	331
Patterns of social development of children	8.4146	8.9555	6.3247*	1	331
Principles of guidance and discipline for different stages of development	9.0000	9.3014	2.6524	1	331
Ways of interacting with children that are supportive and encourage development	9.1000	9.4863	6.0461*	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 10 (con't)

Analysis of Variance by Gender

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
CLOTHING AND TEXTILES					
Skills in sewing	4.8537	6.4075	20.5585***	1	331
Fabric identification, properties, finishes	5.2000	6.0308	4.7612*	1	330
Pattern selection and alterations	4.7000	6.2260	14.6499***	1	330
Garment construction	5.3415	6.7226	11.8121***	1	331
Comparison shopping for clothing	7.7561	8.6199	10.9562***	1	331
Care of clothing	8.0000	9.0103	17.6291***	1	331
Clothing selection	7.6098	8.7500	26.5390***	1	

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 10 (con't)

Analysis of Variance by Gender

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
LIVING ENVIRONMENT					
Making housing choices	8.5610	8.8630	2.0155	1	331
Functional home design	7.1463	8.1199	15.2424***	1	331
Energy use and conservation at home	8.9512	8.9144	.0279	1	331
Furniture selection, construction, cost	7.7073	8.3562	6.4775*	1	331
Cleaning and care of a home and furnishings	8.8293	9.0582	1.2046	1	331

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 10 (con't)

Analysis of Variance by Gender

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
FOOD AND NUTRITION					
Function and sources of nutrients	8.4878	8.9692	5.3547*	1	331
Relationship of food to dietary needs, special situations, and life cycle	8.4500	9.0034	6.5018*	1	330
Food preparation	8.2195	8.8870	11.3214***	1	331
Planning for individual/family nutritional needs	8.5122	9.2226	15.2131***	1	331
Selection and purchasing prepared and non-prepared foods	8.3659	8.8062	4.1232*	1	331
Safety and sanitation practices	9.1707	9.5342	4.7299*	1	331
Selection, use and care of kitchen equipment	8.0976	8.7363	8.0077**	1	331

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 10 (con't)

Analysis of Variance by Gender

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
ADULT LIVING					
Personal roles and role expectations	8.0732	8.7526	9.7583**	1	330
Understanding the elderly	8.4390	8.9726	7.2104**	1	331
Selection of a mate	9.5500	9.4897	.0749	1	330
Changing family lifestyles	7.8750	8.2907	2.5129	1	327
Building positive relationships with others	6.5366	7.6817	11.3304***	1	328
Transferring human relations skills to work place	8.8537	9.2852	4.8603*	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 10 (con't)

Analysis of Variance by Gender

IMPORTANCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
RESOURCE MANAGEMENT					
Establishing priorities of needs and wants	8.9756	9.1575	.7696	1	331
Comparative shopping	8.1707	8.8493	10.2775**	1	331
Goal setting and decision-making skills	9.0244	9.3527	4.1169*	1	331
Consumer rights and responsibilities	8.1707	8.8459	10.8955**	1	331
Effect of life cycle changes on financial plans and needs	8.3415	8.8522	6.5846*	1	330
Interdependence of consumer and producers in the U.S.	8.1951	8.3952	.7171	1	330
Principles of money management including budgeting	9.3902	9.5342	1.1298	1	331
Types and sources of consumer credit	8.4390	8.6220	.6700	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 11

Analysis of Variance by Gender

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
TOPICS IN MULTIPLE AREAS					
Understanding of one's values, needs, goals	7.7073	8.1546	3.4167	1	330
Relationship with family members and others	7.4878	8.5189	17.6365***	1	330
Use of leisure Time	6.5854	7.1655	3.1076	1	329
Handling conflict	6.8049	7.1753	1.9173	1	330
Legal aspects of families	5.1951	5.8997	3.0218	1	328
Professionalism in one's career	8.4146	8.6899	1.4834	1	326
Decision making skills	7.8293	7.9038	.1017	1	330
Time management	6.9024	7.5189	5.1198*	1	330
Career information selection educational program	7.0500	7.3945	1.2520	1	327
Problem-solving	7.8780	7.8076	.1088	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Group 1 = Male
Group 2 = Female

Table 11 (con't)

Analysis of Variance by Gender

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
PARENTING					
Responsibilities/ considerations in becoming a parent	6.9000	8.6414	45.9852***	1	328
Parental roles and expectations	7.0000	8.1661	10.9780***	1	327
Child's impact on the parent	6.6250	8.0484	20.6625***	1	327
Parent's impact on the child	7.7000	8.6034	11.6211***	1	328
Alternative styles of parenting	5.7250	7.5448	29.1949***	1	328
Importance of communication between child/parent	8.1951	8.8660	8.4421**	1	330
Meeting of family crises	7.5122	8.2345	8.2615**	1	329

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 11 (con't)

Analysis of Variance by Gender

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
CHILD DEVELOPMENT					
Knowledge of prenatal development	5.6098	8.1134	51.0193***	1	330
Physical development of children	5.8780	8.2302	69.5093***	1	330
Emotional development of children	6.1220	7.7560	30.5045***	1	330
Intellectual development of children	6.5122	7.6323	12.8499***	1	330
Patterns of social development of children	5.9512	7.4296	20.3243***	1	330
Principles of guidance and discipline for different stages of development	6.2195	7.6632	23.5407***	1	330
Ways of interacting with children that are supportive and encourage development	6.6250	8.1443	27.2156***	1	329

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 11 (con't)

Analysis of Variance by Gender

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
CLOTHING AND TEXTILES					
Skills in sewing	3.1463	5.4914	23.5625***	1	330
Fabric identification, properties, finishes	4.0976	5.2786	7.0419**	1	330
Pattern selection and alterations	3.0000	5.0722	17.4833***	1	329
Garment construction	3.0250	5.3265	20.8940***	1	329
Comparison shopping for clothing	6.6098	8.0137	19.4853***	1	330
Care of clothing	6.8780	8.3368	27.9956***	1	330
Clothing selection	7.2683	8.3711	18.5881***	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 11 (con't)

Analysis of Variance by Gender

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
LIVING ENVIRONMENT					
Making housing choices	7.6829	7.8591	.4947	1	330
Functional home design	6.7073	7.2646	3.2911	1	330
Energy use and conservation at home	8.2195	7.5876	5.4082*	1	330
Furniture selection, construction, cost	7.5122	7.6014	.1021	1	330
Cleaning and care of a home and furnishings	8.2195	8.3643	.3673	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 11 (con't)

Analysis of Variance by Gender

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
FOOD AND NUTRITION					
Function and sources of nutrients	6.7317	7.6323	8.9750**	1	330
Relationship of food to dietary needs, special situations, and life cycle	6.6750	7.4674	6.0773*	1	329
Food preparation	6.8293	8.0619	16.8277*	1	330
Planning for individual/family nutritional needs	6.2927	7.8385	26.5358***	1	330
Selection and purchasing prepared and non-prepared foods	7.2439	8.1203	11.3802***	1	330
Safety and sanitation practices	8.0976	8.8660	11.8408***	1	330
Selection, use and care of kitchen equipment	7.6585	8.4674	12.8093***	1	330

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 11 (con't)

Analysis of Variance by Gender

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
ADULT LIVING					
Personal roles and role expectations	7.5750	8.0276	4.9871*	1	328
Understanding the elderly	7.1500	7.8694	7.3913**	1	329
Selection of a mate	7.8293	8.3345	2.5643	1	329
Changing family lifestyles	6.5641	7.1115	3.0413	1	324
Building positive relationships with others	7.8780	8.3986	4.7814*	1	330
Transferring human relations skills to work place	8.0244	8.5882	6.8704**	1	328

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 11 (con't)

Analysis of Variance by Gender

COMPETENCE

Dependant Variable	Group 1 Mean	Group 2 Mean	F	DF Between Groups	DF Within Groups
RESOURCE MANAGEMENT					
Establishing priorities of needs and wants	8.1220	8.0412	.1263	1	330
Comparative shopping	8.0488	8.3849	1.9796	1	330
Goal setting and decision-making skills	7.9024	8.0584	.5367	1	330
Consumer rights and responsibilities	7.2439	7.1100	.2302	1	330
Effect of life cycle changes on financial plans and needs	7.0732	7.2655	.5713	1	329
Interdependence of consumer and producers in the U.S.	7.2250	7.9345	.7985	1	328
Principles of money management including budgeting	8.1707	8.0241	.3124	1	330
Types and sources of consumer credit	7.3902	7.3897	.0000	1	329

* $p<0.05$
** $p<0.01$
*** $p<0.001$

The other independent variables analysis showed no significant differences and those tables are not included in this paper due to the amount of space they would consume and the lack of information they would provide.

In using two-way analysis of variance techniques family income was chosen as the constant to pair with marital status, semesters of home economics taken in high school, employment status, year graduated and gender. In this method of data analysis gender was the variable which seemed to account for the variances. Based on this information further combinations were deemed unlikely to yield additional useful information.

Five concepts were identified as major concerns in occupation of Homemaking courses yet do not fall in any one class but instead are included in several classes. These concepts are: management skills, self-esteem, consumer skills, decision-making and relationships. For these concepts t-tests were used to analyze these data. Table 12 shows the concepts which were identified as contributing to the effectiveness of individual and family life. Thirty-nine of the 57 concepts included in this study fall into that category. Means and standard deviations are given showing the mean rating for the degree of importance and respondents perceived competence illustrates the value given to these concepts in adult functioning. All of the concepts have means above the mid-point (0-10) with 35 of the 39 concepts having a mean above 8.5 (see Table 12). The mean ratings for competence are somewhat lower as shown on Table 12.

In Table 13 the statistical relationship between those who had two or more classes in home economics (group 1) and those who had no more than one class in home economics is shown. For importance 20 out of 39 concepts are significant at the <0.05 level with 17 out of 39 were significant for competence rating.

Concepts leading to the reinforcement of a positive self-esteem are included in many of the subject areas of home economics. Of the 57 concepts found in this study, 27 were judged to lead to an improved self-concept. Table 14 lists the means and standard deviations according to importance or competence for those 27 concepts. The mean ratings according to importance ranged from 8.5 to 9.7. Means according to perceived competence were lower ranging from 7.0 to 8.8. When these means according to importance are tested by t-test (see Table 15) 11 of the 27 concepts were significantly different with those students having two or more home economics classes revealing higher means than those who were enrolled in no more than one home economics class. When the means according to perceived competence were compared, 16 of the 27 concepts were rated significantly differently.

Table 12

Management Concepts
Evaluating Program Outcomes: Occupation of Homemaking
Means and Standard Deviations of Total
Sample Responses

	Importance		Competence	
TOPICS IN MULTIPLE AREAS	$\bar{x}$	sd.	$\bar{x}$	sd.
Understanding of one's values, needs, goals	9.2	1.3	8.1	1.5
Handling conflict	8.8	1.3	7.1	1.6
Legal aspects of families	7.5	2.1	5.8	2.4
Professionalism in one's career	9.2	1.3	8.7	1.4
Time management	9.0	1.3	7.4	1.6
Career information/selection educational program	8.5	1.6	7.4	1.8
PARENTING				
Parental roles and expectations	8.9	1.3	8.0	1.6
Child's impact on the parents	8.9	1.3	7.9	1.9
Parent's impact on the child	9.5	.8	8.5	1.6
Meeting of family crises	9 4	.9	8.1	1.5
CHILD DEVELOPMENT				
Patterns of social development of children	8.9	1.3	7.2	2.0
Principles of guidance and discipline for different stages of development	9.3	1.1	7.5	1.8
CLOTHING AND TEXTILES				
Fabric identification, properties, finishes	6.0	2.3	5.1	2.7
Comparison shopping for clothing	8.5	1.6	7.8	2.0
Care of clothing	8.9	1.5	8.2	1.7
Clothing selection	8.6	1.4	8.2	1.6
LIVING ENVIRONMENT				
Making housing choices	8.8	1.3	7.8	1.5
Functional home design	8.0	1.5	7.2	1.8
Energy use and conservation at home	8.9	1.3	7.7	1.6
Furniture selection, construction, cost	8.3	1.5	7.6	1.7
Cleaning and care of a home and furnishings	9.1	1.3	8.3	1.4

Table 12 (con't)

	Importance		Competence	
	$\bar{x}$	sd.	$\bar{x}$	sd.
FOOD AND NUTRITION				
Relationship of food to dietary needs special situations, and life cycle	8.9	1.3	7.4	1.9
Planning for individual/family nutritional needs	9.1	1.1	7.6	1.9
Selection and purchasing prepared and non-prepared foods	8.8	1.3	8.0	1.6
Selection, use and care of kitchen equipment	8.7	1.4	8.4	1.4
ADULT LIVING				
Personal roles and role expectations	8.7	1.3	8.0	1.2
Understanding the elderly	8.9	1.2	7.8	1.6
Selection of a mate	9.5	1.3	8.3	1.9
Changing family lifestyles	8.2	1.6	7.0	1.8
Building positive relationships with others	9.5	.9	8.3	1.4
Transferring human relations skills to work place	9.2	1.2	8.5	1.3
RESOURCE MANAGEMENT				
Establishing priorities of needs and wants	9.1	1.2	8.1	1.4
Comparative shopping	8.8	1.3	8.3	1.4
Goal setting and decision-making skills	9.3	1.0	8.0	1.3
Consumer rights and responsibilities	8.8	1.2	7.1	1.7
Effect of life cycle changes on financial plans and needs	8.8	1.2	7.2	1.5
Interdependence of consumer and producers in the United States	8.4	1.4	7.0	1.9
Principles of money management including budgeting	9.5	.8	8.0	1.6
Types and sources of consumer credit	8.6	1.3	7.4	1.7

Table 13
Management Concepts

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a t-test

	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
Concept/Question	#	Mean	#	Mean	#	Mean	#	Mean
Understanding of one's values, needs, goals	242	9.22	90	9.34	242	8.13	89	8.02
Handling conflict	242	8.90	90	8.65	242	7.21	89	6.92
Legal aspects of families	239	7.65	90	7.23	240	5.89	89	5.62
Professionalism in one's career	240	9.23	90	9.10	239	8.67	88	8.61
Career information/ selection educational program	242	8.61	89	8.33	240	7.36	88	7.33
Parental roles and expectations	242	9.00	90	8.81	242	8.27	86	7.36***
Child's impact on the parents	240	9.05	89	8.51**	240	8.15	88	7.15***
Parent's impact on the child	241	9.58	90	9.44	241	8.63	88	8.14*
Meeting of family crises	242	9.49	90	9.21	242	8.33	88	7.65***
Patterns of social development of children	242	8.95	90	8.71	242	7.44	89	6.72**
Principles of guidance and discipline stages of development	242	9.36	90	9.02*	242	7.66	89	7.02**
Fabric identification, properties, finishes	242	6.13	89	5.38**	242	5.31	89	4.04

Table 13 (con't)

Management Concepts

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a t-test

	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
Concept/Question	#	Mean	#	Mean	#	Mean	#	Mean
Comparison shopping for clothing	242	8.65	90	8.14*	242	7.89	89	7.46*
Care of clothing	242	9.05	90	8.43**	242	8.37	89	7.57***
Clothing selection	242	8.78	90	8.16***	242	8.42	89	7.72***
Making housing choices	242	8.90	90	8.62	242	7.88	89	7.72
Functional home design	242	8.14	90	7.62**	242	7.33	89	6.84*
Energy use and conservation at home	242	9.01	90	8.68	242	7.69	89	7.60
Furniture selection, construction, cost	242	8.48	90	7.22***	242	7.68	89	7.34
Cleaning and care of a home and furnishings	242	9.18	90	8.63**	242	8.47	89	8.00*
Relationship of food to dietary needs, special situations, and life cycle	242	9.07	89	8.58**	242	7.48	88	7.07
Planning for individual/family nutritional needs	242	9.36	90	8.80**	242	7.87	89	7.04***
Selection and purchasing prepared and non-prepared foods	242	8.83	90	8.52	242	8.14	89	7.65*

Table 13 (con't)

Management Concepts

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a t-test

	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
Concept/Question	#	Mean	#	Mean	#	Mean	#	Mean
Selection, use and care of kitchen equipment	242	8.83	90	8.20***	242	8.50	89	8.01**
Personal roles and role expectations	241	8.81	90	8.29**	241	8.06	88	7.72*
Understanding the elderly	242	9.02	90	8.63*	242	7.89	88	7.51
Selection of a mate	242	9.52	89	9.41	241	8.40	89	7.93
Changing family lifestyles	239	8.28	89	8.12	238	7.11	87	6.89
Building positive relationships with others	242	9.55	90	9.42	242	8.42	89	8.11
Transferring human relations skills to work place	241	9.28	90	9.09	240	8.60	89	8.29
Establishing priorities of needs and wants	242	9.21	90	8.93	242	8.10	89	7.93
Comparative shopping	242	8.88	90	8.44*	242	8.37	89	8.27
Goal setting and decision-making skills	242	9.38	90	9.12*	242	8.10	89	7.87
Consumer rights and responsibilities	242	8.93	90	8.31***	242	7.20	89	6.96

Table 13 (con't)

Management Concepts

Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics Classes and Those Who Had Not Using a t-test

	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
Concept/Question	#	Mean	#	Mean	#	Mean	#	Mean
Effect of life cycle changes on financial plans and needs	241	8.90	90	8.51*	241	7.36	89	6.96*
Interdependence of consumer and producers in the U.S.	241	8.49	90	8.06*	241	7.10	88	6.61*
Principles of money management including budgeting	242	9.58	90	9.56	242	7.99	89	8.18
Types and sources of consumer credit	241	8.75	90	8.20**	241	7.49	89	7.10

[a]Group 1 =
[b]Group 2 =

*p<0.05
**p<0.01
***p<0.001

Table 14
Self Esteem Concepts
Means and Standard Deviations of Total
Sample Responses

Question/Concept	Importance		Competence	
	$\bar{x}$	sd.	$\bar{x}$	sd.
Understanding of one's values, needs, goals	9.2	1.3	8.1	1.5
Relationships with family members and others	9.3	1.3	8.4	1.5
Handling conflict	8.8	1.3	7.1	1.6
Decision making skills	9.1	1.2	7.9	1.4
Career information/selection educational program	8.5	1.6	7.4	1.8
Responsibilities/considerations in becoming a parent	9.4	1.1	8.4	1.6
Parental roles and expectations	8.9	1.3	8.0	1.6
Child's impact on the parents	8.9	1.3	7.9	1.9
Parent's impact on the child	9.5	.8	8.5	1.6
Importance of communication between parent/child	9.7	.9	8.8	1.4
Meeting of family crises	9.4	.9	8.1	1.5
Physical development of children	9.2	1.1	7.9	1.9
Emotional development of children	9.5	1.0	7.6	1.9
Intellectual development of children	9.1	1.2	7.5	1.9
Patterns of social development of children	8.9	1.3	7.2	2.0
Principles of guidance and discipline for different stages of development	9.3	1.1	7.5	1.8
Ways of interacting with children that are supportive and encourage development	9.4	.9	8.0	1.8
Clothing selection	8.6	1.4	8.2	1.6
Relationship of food to dietary needs special situations, and life cycle	8.9	1.3	7.4	1.9
Planning for individual/family nutritional needs	9.1	1.1	7.6	1.9
Personal roles and role expectations	8.7	1.3	8.0	1.2

Table 14 (con't)

Question/Concept	Importance		Competence	
	$\bar{x}$	sd.	$\bar{x}$	sd.
Understanding the elderly	8.9	1.2	7.8	1.6
Changing family lifestyles	8.2	1.6	7.0	1.8
Building positive relationships with others	9.5	.9	8.3	1.4
Transferring human relations skills to work place	9.2	1.2	8.5	1.3
Establishing priorities of needs and wants	9.1	1.2	8.1	1.4
Goal setting and decision-making skills	9.3	1.0	8.0	1.3

Table 15
Self-Esteem Concepts
Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in Home Economics and Those Who Had Not Enrolled; Using a t-test

	IMPORTANCE				COMPETENCE			
	Group 1[a]		Group 2[b]		Group 1[a]		Group 2[b]	
Question/Concept	#	Mean	#	Mean	#	Mean	#	Mean
Understanding of one's values, needs, goals	242	9.22	90	9.34	242	8.13	89	8.02
Relationships with family members and others	242	9.38	90	9.21	242	8.52	89	8.07*
Handling conflict	242	8.90	90	8.65	242	7.21	89	6.92
Decision making skills	242	9.16	90	8.93	242	8.00	89	7.62*
Career information/ selection educational program	242	8.61	89	8.33	240	7.36	88	7.33
Responsibilities/ considerations in becoming a parent	242	9.39	89	9.36	242	8.60	88	7.97**
Parental roles and expectations	242	9.00	90	8.81	242	8.27	86	7.36***
Child's impact on the parent	240	9.05	89	8.51**	240	8.15	88	7.15***
Parent's impact on the child	241	9.58	90	9.44	241	8.63	88	8.14*
Importance of communication between child/parent	242	9.66	90	9.70	242	8.88	89	8.53
Meeting of family crises	242	9.49	90	9.21	242	8.33	88	7.65***
Physical development of children	242	9.35	90	8.81***	242	8.20	89	7.26***
Emotional development of children	242	9.55	90	9.21**	242	7.75	89	7.03**

Table 15 (con't)

Question/Concept	IMPORTANCE Group 1[a] #	Mean	Group 2[b] #	Mean	COMPETENCE Group 1[a] #	Mean	Group 2[b] #	Mean
Intellectual development of children	242	9.24	90	8.89*	242	7.63	89	7.15*
Patterns of social development of children	242	8.95	90	8.71	242	7.44	89	6.72**
Principles of guidance and discipline for different stages of development	242	9.36	90	9.02*	242	7.66	89	7.02**
Ways of interacting with children that are supportive and encourage development	242	9.46	89	9.37	242	8.12	88	7.55*
Clothing selection	242	8.78	90	8.16***	242	8.42	89	7.72***
Relationship of food to dietary needs, special situations, and life cycle	242	9.07	89	8.58**	242	7.48	88	7.07
Planning for individual/family nutritional needs	242	9.26	90	8.80**	242	7.87	89	7.04***
Personal roles and role expectations	241	8.81	90	8.29**	241	8.06	88	7.72*
Understanding the elderly	242	9.02	90	8.63*	242	7.89	88	7.51
Changing family lifestyles	239	8.28	89	8.12	238	7.11	87	6.89
Building positive relationships with others	242	9.55	90	9.42	242	8.42	89	8.11
Transferring human relations skills to work place	241	9.28	90	9.09	240	8.60	89	8.29

Table 15 (con't)

Question/Concept	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Establishing priorities of needs and wants	242	9.21	90	9.93	242	8.10	89	7.93
Goal setting and decision-making skills	242	9.38	90	9.12*	242	8.10	89	7.87

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

While courses called "Consumer" are often included in Occupation of Homemaking programs, consumer skills are also a part of other courses, consumer skills related to a specific topic. Twenty-four of the 57 concepts included in this study are related to consumer skills. Concepts may be related to more than one subject area. Table 16 lists the concepts related to consumer skills, the mean and standard deviations for each concept according to importance or perceived competence. Means for importance ranged from 7.5 to 9.5 and 5.8 to 8.4 for perceived competence. When these means according to importance are tested by t-test (see Table 17) 13 of the concepts are rated significantly more important by those who had been enrolled in two or more home economics classes.

When tested according to perceived competence 11 of the means were significantly higher for those who had been enrolled in home economics classes. As has been stated before in this paper the variable consumer skills is confounded by the requirement in Illinois that all students must have credit in a course related to consumer affairs.

Problem-solving and decision-making are process skills that flow through all of the subject areas. Sixteen concepts were identified as being especially related to the two processes. Means for importance ranged (see Table 18) from 8.28 to 9.52 for those who had taken two or more home economics classes and 7.22 to 9.41 for those who had taken no more than one class in home economics. Means for perceived competence ranged from 7.11 to 8.50 for those who had been enrolled in two or more home economics and 7.10 to 8.01 for those with no more than one class in home economics. Significant differences occur in 10 concepts for importance and in nine concepts for perceived competence. Table 19 shows the means by courses which are a part of the occupation of Homemaking. Three courses show significant differences for importance in Problem-solving and Decision-making concepts between those students who had been enrolled in a course with that name or a similar are and those who had not been enrolled. For competence, three courses show significant differences between those enrolled in the specific course and those who had not.

The idea of relationships is broad and is included in several courses. Twenty-three concepts were identified as relationship concepts. As shown on Table 20 the means for importance ranged from 7.5 to 9.7 and for perceived competence from 5.8 to 8.8. When the data was analyzed according to those who had taken class with the name relationships or one similar, five concepts are found to have significant differences for importance while 11 concepts are found to have significant differences for perceived competence. (See Table 21)

Table 16
Consumer Skill Concepts
Evaluating Program Outcomes: Occupation of Homemaking
Means and Standard Deviations of Total
Sample Responses

Question/Concept	Importance		Competence	
	$\bar{x}$	sd.	$\bar{x}$	sd.
Understanding of one's values, needs, goals	9.2	1.3	8.1	1.5
Use of leisure time	7.9	1.6	7.0	2.0
Legal aspects of families	7.5	2.1	5.8	2.4
Decision making skills	9.1	1.2	7.9	1.4
Career information/selection educational program	8.5	1.6	7.4	1.8
Problem-solving	8.8	1.3	7.8	1.3
Comparison Shopping for clothing	8.5	1.6	7.8	2.0
Clothing selection	8.6	1.4	8.2	1.6
Making housing choices	8.8	1.3	7.8	1.5
Functional home design	8.0	1.5	7.2	1.8
Energy use and conservation at home	8.9	1.3	7.7	1.6
Furniture selection, construction, cost	8.3	1.5	7.6	1.7
Cleaning and care of a home and furnishings	9.1	1.3	8.3	1.4
Planning for individual/family nutritional needs	9.1	1.1	7.6	1.9
Selection and purchasing prepared and non-prepared foods	8.8	1.3	8.0	1.6
Selection, use and care of kitchen equipment	8.7	1.4	8.4	1.4
Establishing priorities of needs and wants	9.1	1.2	8.1	1.4
Comparative shopping	8.8	1.3	8.3	1.4
Goal setting and decision-making skills	9.3	1.0	8.0	1.3
Consumer rights and responsibilities	8.8	1.2	7.1	1.7
Effect of life cycle changes on financial plans and needs	8.8	1.2	7.2	1.5
Interdependence of consumer and producers in the United States	8.4	1.4	7.0	1.9
Principles of money management including budgeting	9.5	.8	8.0	1.6
Types and sources of consumer credit	8.6	1.3	7.4	1.7

Table 17
Consumer Skills Concepts
as Rated by Respondents Who Had Enrolled in Home Economics
and Those Who Had Not Enrolled; Using a t-test

Question/Concept	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Understanding of one's values, needs, goals	242	9.22	90	9.34	242	8.13	89	8.02
Use of leisure Time	242	7.97	90	7.75	241	7.19	89	6.82
Legal aspects of families	239	7.65	90	7.23	240	5.89	89	5.62
Decision making skills	242	9.16	90	8.93	242	8.00	89	7.62*
Time management	242	9.05	90	8.76	242	7.57	89	7.10*
Career information selection educational program	242	8.61	89	8.33	240	7.36	88	7.33
Problem-solving	242	8.93	90	8.58*	242	7.79	89	7.89
Comparison shopping for clothing	242	8.65	90	8.14*	242	7.98	89	7.46*
Clothing selection	242	8.78	90	8.16***	242	8.42	89	7.72***
Making housing choices	242	8.90	90	8.62	242	7.88	89	7.72
Functional home design	242	8.14	90	7.62	242	7.38	89	6.84*
Energy use and conservation at home	242	9.01	90	8.68	242	7.69	89	7.60
Furniture selection, construction, cost	242	8.48	90	8.22***	242	7.68	89	7.34
Cleaning and care of a home and furnishings	242	9.18	90	8.63**	242	8.47	89	8.00*

Table 17 (con't)

Question/Concept	IMPORTANCE Group 1[a] #	Mean	Group 2[b] #	Mean	COMPETENCE Group 1[a] #	Mean	Group 2[b] #	Mean
Planning for individual/family nutritional needs	242	9.26	90	8.80**	242	7.87	89	7.04***
Selection and purchasing prepared and non-prepared foods	242	8.83	90	8.52	242	8.14	89	7.65*
Selection, use and care of kitchen equipment	242	8.83	90	8.20***	240	8.50	89	8.01**
Establishing priorities of needs and wants	242	9.21	90	9.93	242	8.10	89	7.93
Comparative shopping	242	8.88	90	8.44*	242	8.37	89	8.27
Goal setting and decision-making skills	242	9.38	90	9.12*	242	8.10	89	7.87
Consumer rights and responsibilities	242	8.93	90	8.31***	242	7.20	89	6.96
Effect of life cycle changes on financial plans and needs	241	8.90	90	8.51*	241	7.36	89	6.96*
Interdependence of consumer and producers in the U.S.	241	8.49	90	8.06*	241	7.10	88	6.61*
Principles of money management including budgeting	242	9.58	90	9.56	242	7.99	89	8.18
Types and sources of consumer credit	241	8.75	90	8.20**	241	7.49	89	7.10

[a]Group 1 = Yes
[b]Group 2 = No

* $p<0.05$
** $p<0.01$
*** $p<0.001$

Table 18
Problem Solving and Decision Making: Statistical Relationship of Importance and Competence of Concepts by Respondents Enrolled or Not Enrolled in Home Economics Courses

Question/Concept	Importance				Competence			
	Group 1		Group 2		Group 1		Group 2	
	#	mean	#	mean	#	mean	#	mean
Decision-making skills	242	9.16	90	8.93	242	7.80	89	7.62*
Time-management skills	242	9.05	90	8.76*	242	7.57	89	7.10**
Career information/selection of educational program	242	8.61	89	8.33	242	7.36	88	7.33
Problem solving	242	8.93	90	8.58**	242	7.79	89	7.89
Meeting of family crises	242	9.44	90	9.21*	242	8.33	88	7.65***
Comparison shopping for clothing	242	8.65	90	8.14**	242	7.98	89	7.46*
Clothing selection	242	8.78	90	8.16***	242	8.42	89	7.72***
Making housing choices	242	8.90	90	8.62*	242	7.88	89	7.72
Furniture selection/ construction and cost	242	8.48	90	7.22***	242	7.68	89	7.34*
Selection/purchasing prepared/non-prepared foods	242	8.83	90	8.52*	242	8.14	89	7.65**
Selection, use and care of kitchen equipment	242	8.83	90	8.20***	242	8.50	89	8.01**
Selection of a mate	242	9.52	89	9.41	242	8.40	89	7.93*
Changing family lifestyles	239	8.28	89	8.12	242	7.11	87	6.89
Establishing priorities, needs/wants	242	9.21	90	8.93	242	8.10	89	7.93
Comparative shopping	242	8.88	90	8.44**	242	8.37	89	8.27
Goal setting and decision making	242	9.38	90	9.12*	242	8.10	89	7.87

Group 1 = Respondents enrolled in home economics courses.
Group 2 = Respondents not enrolled in home economics courses.

*$p<.05$

**$p<.01$

***$p<.001$

Table 19

Problem Solving and Decision Making: Statistical Relationship of Importance and Competence of Concepts Taught in Specific Courses by Respondents Enrolled or Not Enrolled in Specific Courses

Course	Importance				Competence			
	Group 1		Group 2		Group 1		Group 2	
	#	mean	#	mean	#	mean	#	mean
Orientation to Home Economics	201	8.97	129	8.70*	199	7.95	128	7.76
Parenting	97	9.43	235	9.35	97	8.52	233	7.99***
Clothing and Textiles	161	8.80	171	8.34***	161	8.45	170	7.83**
Living Environment	55	8.80	276	8.50	55	7.84	275	7.69
Food and Nutrition	183	8.90	148	8.44***	183	8.39	147	7.92***
Adult Living	117	8.98	210	8.80	118	7.81	206	7.56
Resource Management	63	8.86	267	9.12	63	8.01	226	8.17

Group 1 = Respondents enrolled in specific course.

Group 2 = Respondents not enrolled in specific course.

*$p<.05$

**$p<.01$

***$p<.001$

Table 20
Relationship Concepts
Evaluating Program Outcomes: Occupation of Homemaking
Means and Standard Deviations of Total
Sample Responses to Curricula Items

	Importance		Competence	
	$\bar{x}$	sd.	$\bar{x}$	sd.
Understanding of one's values, needs, goals	9.2	1.3	8.1	1.5
Relationships with family members and others	9.3	1.3	8.4	1.5
Use of leisure time	7.9	1.6	7.0	2.0
Handling conflict	8.8	1.3	7.1	1.6
Legal aspects of families	7.5	2.1	5.8	2.4
Responsibilities/considerations in becoming a parent	9.4	1.1	8.4	1.6
Parental roles and expectations	8.9	1.3	8.0	1.6
Child's impact on the parents	8.9	1.3	7.9	1.9
Parent's impact on the child	9.5	.8	8.5	1.6
Alternative styles of parenting	8.4	1.4	7.3	2.1
Importance of communication between parent/child	9.7	.9	8.8	1.4
Meeting of family crises	9.4	.9	8.1	1.5
Patterns of social development of children	8.9	1.3	7.2	2.0
Principles of guidance and discipline for different stages of development	9.3	1.1	7.5	1.8
Way of interacting with children that are supportive and encourage development	9.4	.9	8.0	1.8
Planning for individual/family nutritional needs	9.1	1.1	7.6	1.9
Personal roles and role expectations	8.7	1.3	8.0	1.2
Understanding the elderly	8.9	1.2	7.8	1.6
Selection of a mate	9.5	1.3	8.3	1.9
Changing family lifestyles	8.2	1.6	7.0	1.8
Building positive relationships with others	9.5	.9	8.3	1.4
Transferring human relations skills to work place	9.2	1.2	8.5	1.3
Establishing priorities of needs and wants	9.1	1.2	8.1	1.4

Table 21
Relationship Concepts
Statistical Relationship of Importance or Competence of Concepts as Rated by Respondents Who Had Enrolled in a Specific Course as per Concept and Those Who Had Not

(Relationship Concepts)	IMPORTANCE				COMPETENCE			
	Group 1[a] #	Mean	Group 2[b] #	Mean	Group 1[a] #	Mean	Group 2[b] #	Mean
Understanding of one's values, needs, goals	201	9.28	130	9.20	201	8.14	129	8.06
Relationships with family members and others	201	9.48	130	9.12*	201	8.54	129	8.16*
Use of leisure Time	200	8.00	130	7.78	200	7.09	129	7.09
Handling conflict	201	8.87	130	8.78	201	7.21	129	7.01
Legal aspects of families	199	7.60	129	7.45	200	5.84	128	5.78
Responsibilities/ considerations in becoming a parent	96	9.36	235	9.38	96	8.60	323	8.35
Parental roles and expectations	97	8.87	235	8.97	97	8.32	231	7.89*
Child's impact on the parents	97	8.93	232	8.87	97	8.35	231	7.67**
Parent's impact on the child	97	9.62	234	9.51	97	8.73	232	8.39*
Alternative styles of parenting	97	8.41	233	8.34	97	7.78	232	7.13**
Importance of communication between child/parent	97	9.63	235	9.68	97	8.91	234	8.73
Meeting of family crises	97	9.43	235	9.35	97	8.51	233	7.99***
Patterns of social development of children	149	9.05	183	8.74*	149	7.75	182	6.85***

Table 21 (con't)

(Relationship Concepts)	IMPORTANCE Group 1[a] #	Mean	Group 2[b] #	Mean	COMPETENCE Group 1[a] #	Mean	Group 2[b] #	Mean
Principles of guidance and discipline for different stages of development	149	9.46	183	9.10**	149	7.94	182	7.12***
Ways of interacting with children that are supportive and encourage development	149	9.58	182	9.32*	149	8.56	181	7.64***
Planning for individual/family nutritional needs	183	9.34	148	8.86***	183	7.97	147	7.23***
Personal roles and role expectations	120	8.73	211	8.64	120	8.01	209	7.96
Understanding the elderly	120	8.98	212	8.87	120	8.05	210	7.64*
Selection of a mate	120	9.53	211	9.47	120	8.43	210	8.19
Changing family lifestyles	117	8.44	211	8.13	118	7.20	207	6.95
Building positive relationships with others	120	9.57	212	9.48	120	8.31	211	8.35
Transferring human relations skills to work place	119	9.35	212	9.17	118	8.61	211	8.48
Establishing priorities of needs and wants	63	9.11	267	9.15	63	8.02	266	8.06

[a]Group 1 = Respondents who enrolled in course as per concept
[b]Group 2 = Respondents who had not enrolled in course as per concept

* $p<0.05$
** $p<0.01$
*** $p<0.001$

FHA/HERO is an integral part of Home Economics programs. The data was analyzed according to those who had been members of FHA/HERO and those who had not. Table 22 reports the means for the variables identified as related to management of the 33 variables 11 were significantly different according to importance for FHA/HERO members. According to perceived competence five variables were significantly different. Table 23 reports the means for the variables identified as related to self-esteem with nine of the 26 variables showing significant differences according to importance, while seven variables showed significant differences according to perceived competence.

Table 24 reports the means for the variables related to decision-making with six of the 13 variables showing significant differences according to importance while three variables were significantly different according to perceived competence. Table 25 continues the analysis using analysis of variance techniques (two-way) to determine if family income and FHA/HERO were responsible for the variations seen in rating the concepts according to importance for adult functioning or perceived competence. It appears that FHA/HERO is responsible for the variations of the means of both importance and competence.

Table 22
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Management

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
TOPICS IN MULTIPLE AREAS						
Understanding of one's values, needs, goals	9.2645	9.2303	1.26	8.2065	8.0056	1.18
Relationship with family members and others						
Use of leisure Time						
Handling conflict	8.9226	8.7584	1.07	7.1548	7.1073	1.05
Legal aspects of families	7.6340	7.4576	1.09	5.8961	5.7386	1.10
Professionalism in one's career	9.1558	9.2203	1.68***	8.5621	8.7371	1.53**
Decision making skills						
Time management	9.1161	8.8539	1.43*	7.5419	7.3559	1.02
Career information selection educational program	8.6323	8.4407	1.07	7.4740	7.2457	1.06
Problem-solving						

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

*P<0.05
**P<0.01
***P<0.001

Table 22
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Management

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
PARENTING						
Responsibilities/ considerations in becoming a parent						
Parental roles and expectations	8.9806	8.9157	1.39*	8.2581	7.8161	1.11
Child's impact on the parent	9.1364	8.6818	1.49*	8.2402	7.5543	1.64**
Parent's impact on the child						
Alternative styles of parenting						
Importance of communication between child/parent						
Meeting of family crises	9.4194	9.3371	1.04	8.3806	7.9375	1.63**

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 22
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Management

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
CLOTHING AND TEXTILES						
Skills in sewing						
Fabric identification, properties, finishes	6.2903	5.6158	1.11	5.6258	4.7006	1.17
Pattern selection and alterations						
Garment construction						
Comparison shopping for clothing	8.6774	8.3708	1.17	8.0774	7.6328	1.62**
Care of clothing						
Clothing selection						

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 22
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Management

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
LIVING ENVIRONMENT						
Making housing choices	8.8581	8.7978	1.13	7.8065	7.8644	1.14
Functional home design						
Energy use and conservation at home	9.0387	8.8146	1.15	7.6194	7.7062	1.24
Furniture selection, construction, cost	8.5548	8.0337	1.08	7.6581	7.5311	1.11
Cleaning and care of a home and furnishings	9.2129	8.8708	1.62**	8.4710	8.2373	1.25

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 22
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Management

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
FOOD AND NUTRITION						
Function and sources of nutrients						
Relationship of food to dietary needs, special situations, and life cycle	9.0968	8.7966	1.36	7.4839	7.2727	1.09
Food preparation						
Planning for individual/family nutritional needs	9.2258	9.0562	1.02	7.9613	7.3729	1.32
Selection and purchasing prepared and non-prepared foods	8.8581	8.6629	1.20	8.2194	7.8305	1.34
Safety and sanitation practices						
Selection, use and care of kitchen equipment	8.8710	8.4719	1.38*	8.4774	8.2712	1.33

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 22
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Management

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
ADULT LIVING						
Personal roles and role expectations	8.7532	8.5955	1.14	8.0779	7.8807	1.24
Understanding the elderly	8.9677	8.8539	1.03	7.9935	7.5966	1.20
Selection of a mate	9.5484	9.4520	1.41*	8.3506	8.2034	1.03
Changing family lifestyles	8.3684	8.1299	1.37*	7.1788	6.9314	1.15
Building positive relationships with others	9.6000	9.4382	1.12	8.3613	8.3107	1.14
Transferring human relations skills to work place	9.2662	9.2022	1.28	8.5909	8.4545	1.01

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 22
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Management

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
RESOURCE MANAGEMENT						
Establishing priorities of needs and wants	9.2516	9.0337	1.52**	8.0710	8.0339	1.25
Comparative shopping	8.8968	8.6517	1.24	8.2968	8.3842	1.10
Goal setting and decision-making skills	9.4516	9.1910	1.93***	8.1099	7.9774	1.07
Consumer rights and responsibilities	8.9290	8.6180	1.42*	7.2968	6.9774	1.24
Effect of life cycle changes on financial plans and needs	8.9032	8.6893	1.23	9.4156	7.0904	1.05
Interdependence of consumer and producers in the U.S.	8.5484	8.2147	1.21	7.0839	6.8686	1.00
Principles of money management including budgeting	9.5806	9.4607	1.57**	7.9032	8.1638	1.06
Types and sources of consumer credit	8.7273	8.4888	1.00	7.5455	7.2542	1.03**

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 23
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Self-Esteem

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
TOPICS IN MULTIPLE AREAS						
Understanding of one's values, needs, goals	9.2645	9.2303	1.26	8.2065	8.0056	1.18
Relationship with family members and others	9.5032	9.1966	1.49*	8.6129	8.1977	1.27
Use of leisure Time	7.9935	7.8315	1.09	7.2208	6.9831	1.04
Handling conflict						
Legal aspects of families						
Professionalism in one's career						
Decision making skills	9.1871	9.0281	1.09	8.0194	7.7853	1.25
Time management						
Career information selection educational program	8.6323	8.4407	1.07	7.4740	7.2457	1.06
Problem-solving						

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

*P<0.05
**P<0.01
***P<0.001

Table 23
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Self-Esteem

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
PARENTING						
Responsibilities/ considerations in becoming a parent	9.3935	9.3672	1.12	8.5677	8.3086	1.15
Parental roles and expectations	8.9808	8.9157	1.39*	8.2581	7.8161	1.11
Child's impact on the parent	9.1364	8.6818	1.49*	8.2403	7.5543	1.64**
Parent's impact on the child	9.6452	9.9520	1.38*	8.6065	8.3943	1.57**
Alternative styles of parenting						
Importance of communication between child/parent	9.6194	9.7079	2.26***	8.9484	8.6384	1.96***
Meeting of family crises	9.4194	9.3371	1.04	8.3806	7.9375	1.63**

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 23
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Self-Esteem

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
CHILD DEVELOPMENT						
Knowledge of prenatal development						
Physical development of children	9.4387	8.9888	1.79***	8.3355	7.5932	1.46*
Emotional development of children	9.6258	9.3090	2.10***	8.0323	7.1356	1.62**
Intellectual development of children	9.2774	9.0225	1.119	7.7419	7.2768	1.04
Patterns of social development of children	8.9677	8.8202	1.34	7.6452	6.8983	1.30
Principles of guidance and discipline for different stages of development	9.3355	9.2022	1.17	7.7677	7.2373	1.36
Ways of interacting with children that are supportive and encourage development	9.4839	9.4011	1.27	8.1935	7.7557	1.28

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 23
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Self-Esteem

	IMPORTANCE			COMPETENCE		
VARIABLE	Group 1 Mean	Group 2 Mean	F Value 2 Tail T-test	Group 1 Mean	Group 2 Mean	F Value 2 Tail T-test
CLOTHING AND TEXTILES						
Skills in sewing						
Fabric identification, properties, finishes						
Pattern selection and alterations						
Garment construction						
Comparison shopping for clothing						
Care of clothing						
Clothing selection	8.9355	8.3258	1.39*	8.4952	8.0508	1.56**

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 23
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Self-Esteem

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
FOOD AND NUTRITION						
Function and sources of nutrients						
Relationship of food to dietary needs, special situations, and life cycle	9.0968	8.7966	1.36	7.4839	7.2727	1.09
Food preparation						
Planning for individual/family nutritional needs						
Selection and purchasing prepared and non-prepared foods						
Safety and sanitation practices						
Selection, use and care of kitchen equipment						

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 23
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Self-Esteem

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
ADULT LIVING						
Personal roles and role expectations	8.7532	8.5955	1.14	8.0779	7.8808	1.24
Understanding the elderly	8.9677	8.8539	1.03	7.9935	7.5966	1.20
Selection of a mate						
Changing family lifestyles	8.3684	8.1299	1.37	7.1788	6.9314	1.15
Building positive relationships with others	9.6000	9.4382	1.12	8.3613	8.3107	1.14
Transferring human relations skills to work place	9.2662	9.2022	1.28	8.5909	8.4545	1.01

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 23
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Self-Esteem

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
RESOURCE MANAGEMENT						
Establishing priorities of needs and wants	9.2516	9.0337	1.52**	8.0710	8.0339	1.25
Comparative shopping	8.8968	8.6517	1.24	8.2968	8.3842	1.10
Goal setting and decision-making skills						
Consumer rights and responsibilities						
Effect of life cycle changes on financial plans and needs						
Interdependence of consumer and producers in the U.S.						
Principles of money management including budgeting						
Types and sources of consumer credit						

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 24
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Decision-Making

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
TOPICS IN MULTIPLE AREAS						
Understanding of one's values, needs, goals						
Relationship with family members and others						
Use of leisure Time						
Handling conflict						
Legal aspects of families						
Professionalism in one's career						
Decision making skills	9.1871	9.0281	1.09	8.0194	7.7853	1.25
Time management	9.1161	8.8539	1.43*	7.5419	7.3559	1.02
Career information selection educational program						
Problem-solving	8.9419	8.7472	1.06	7.7419	7.8814	1.16

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

*P<0.05
**P<0.01
***P<0.001

Table 24
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Decision-Making

	IMPORTANCE			COMPETENCE		
VARIABLE	Group 1 Mean	Group 2 Mean	F Value 2 Tail T-test	Group 1 Mean	Group 2 Mean	F Value 2 Tail T-test
PARENTING						
Responsibilities/ considerations in becoming a parent						
Parental roles and expectations						
Child's impact on the parent						
Parent's impact on the child						
Alternative styles of parenting						
Importance of communication between child/parent						
Meeting of family crises	9.4194	9.337	1.04	8.3806	7.9375	1.63**

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 24
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Decision-Making

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
CLOTHING AND TEXTILES						
Skills in sewing						
Fabric identification, properties, finishes						
Pattern selection and alterations						
Garment construction						
Comparison shopping for clothing	8.6774	8.3708	1.17	8.0770	7.6328	1.62**
Care of clothing						
Clothing selection	8.9355	8.3258	1.39*	8.4452	8.0508	1.56**

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 24
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Decision-Making

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
LIVING ENVIRONMENT						
Making housing choices	8.8581	8.7978	1.13	7.8065	7.8065	1.14
Functional home design						
Energy use and conservation at home						
Furniture selection, construction, cost	8.5548	8.0337	1.08	7.6581	7.5311	1.11
Cleaning and care of a home and furnishings						

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 24
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Decision-Making

	IMPORTANCE			COMPETENCE		
VARIABLE	Group 1 Mean	Group 2 Mean	F Value 2 Tail T-test	Group 1 Mean	Group 2 Mean	F Value 2 Tail T-test
ADULT LIVING						
Personal roles and role expectations	9.5484	9.4520	1.41**	8.3506	8.2043	1.03
Understanding the elderly						
Selection of a mate						
Changing family lifestyles	8.3684	8.1299	1.37*	7.1788	6.9314	1.15
Building positive relationships with others						
Transferring human relations skills to work place						

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 24
Statistical Relationship of Variables Between Those Who Were Involved In FHA/HERO and Those Who Were Not Using a T-test: Decision-Making

VARIABLE	IMPORTANCE Group 1 Mean	IMPORTANCE Group 2 Mean	IMPORTANCE F Value 2 Tail T-test	COMPETENCE Group 1 Mean	COMPETENCE Group 2 Mean	COMPETENCE F Value 2 Tail T-test
RESOURCE MANAGEMENT						
Establishing priorities of needs and wants	9.2516	9.0337	1.51**	8.0710	8.0339	1.25
Comparative shopping	8.8968	8.6517	1.24	8.2968	8.3842	1.10
Goal setting and decision-making skills	9.4516	9.1910	1.93***	8.1097	7.9774	1.07
Consumer rights and responsibilities						
Effect of life cycle changes on financial plans and needs						
Interdependence of consumer and producers in the U.S.						
Principles of money management including budgeting						
Types and sources of consumer credit						

Group 1 = Yes FHA/HERO

Group 2 = No FHA/HERO

Table 25
Statisical Relationship of variables of FHA/HERO and Family Income Using a Two-way ANOVA

VARIABLE	IMPORTANCE FHA/HERO	IMPORTANCE FAMILY INCOME	IMPORTANCE FHA/HERO X FAMILY INCOME	COMPETENCE FHA/HERO	COMPETENCE FAMILY INCOME	COMPETENCE FHA/HERO X FAMILY INCOME
TOPICS IN MULTIPLE AREAS						
Understanding of one's values, needs, goals	.181	.963	.807 (.370)	2.729	2.639	.807 (.370)
Relationship with family members and others	7.284 (.007)**	5.242 (.023)*	1.959 (.163)	8.256 (004)**	.592 (.442)	1.452 (.229
Use of leisure Time	.772	.003	.536 (.465)	1.463	.317	.214 (.644)
Handling conflict	.972	1.508	3.764 (.053)	.138	.794	.315 (.575)
Legal aspects of families	.628	.939	.396	.496	.046**	.084 (.772)
Professionalism in one's career	.028	5.495 (020)*	6.612 (.011)*	.566 (.453)	7.263(.007)**	.458 (.499)
Decision making skills	1.736	.179	1.882 (.171)	3.111	1.950	0.68 (.794)
Time management	2.985	1.187	.215 (.643)	1.002	1.976	1.079 (.300)
Career information selection educational program	.974	.459	.287 (.592)	1.422	1.467	.030 (.803)
Problem-solving						

Table 25
Statistical Relationship of Variables of FHA/HERO and Family Income Using a Two-way ANOVA

VARIABLE	IMPORTANCE FHA/HERO	IMPORTANCE FAMILY INCOME	IMPORTANCE FHA/HERO X FAMILY INCOME	COMPETENCE FHA/HERO	COMPETENCE FAMILY INCOME	COMPETENCE FHA/HERO X FAMILY INCOME
PARENTING						
Responsibilities/ considerations in becoming a parent	.208	.642	.091 (.764)	2.654	1.673	1.445 (.230)
Parental roles and expectations	.166**	.006	2.358. (.126)	6.442 (.012)*	.804 (.371)	1.605 (.206)
Child's impact on the parent	8.513 (.004)	.218 (.641)	.706 (.401)	10.819 (.001)***	.008 (.928)	
Parent's impact on the child	3.788	.896	3.568 (.060)	1.268	.260	1.048 (.307)
Alternative styles of parenting	.001 (.970)	.9[illegible] (.329)	4.435 (.036)*	6.874 (.009)**	3.747 (.054)	1.791 (.182)
Importance of communication between child/parent	.513	.748	.706 (.401)	5.305 (.022)*	1.300 (.255)	3.389 (.067)
Meeting of family crises	.361	.026	.017 (.896)	7.508 (.006)**	.121 (.728)	.78 (.376)

Table 25
Statistical Relationship of Variables of FHA/HERO and Family Income Using a Two-way ANOVA

VARIABLE	IMPORTANCE FHA/HERO	IMPORTANCE FAMILY INCOME	IMPORTANCE FHA/HERO X FAMILY INCOME	COMPETENCE FHA/HERO	COMPETENCE FAMILY INCOME	COMPETENCE FHA/HERO X FAMILY INCOME
CHILD DEVELOPMENT						
Knowledge of prenatal development	8.89 (.0031)**	.209 (.648)	.221 (638)	12.227 (.001)***	.845 (.359)	.334 (.564)
Physical development of children	12.822 (.0001)***	.208 (651)	.192 (.622)	12.268 (.001)***	.019 (.892)	.003 (.960)
Emotional development of children	10.322 (.001)***	.409 (.523)	.157 (.692)	17.566 (.000)***	.52 (.819)	.003 (.954)
Intellectual development of children	4.026 (.046)*	.241 (.624)	.002 (.960)	4.051 (.45)*	.049 (.824)	.005 (.946)
Patterns of social development of children	.798	.009	.772 (.380)	8.940 (.003)**	1.107 (.294)	.220 (.640)
Principles of guidance and discipline for different stages of development	1.197	.268	2.220 (.137)	5.851 (.016)*	.018 (.894)	.022 (.882)
Ways of interacting with children that are supportive and encourage development	.589 (.443)	.061 (.805)	4.635 (.032)*	5.018 (.026)*	.010 (.920)	1.070 (.302)

Table 25
Statistical Relationship of Variables of FHA/HERO and Family Income Using a Two-way ANOVA

VARIABLE	IMPORTANCE FHA/HERO	IMPORTANCE FAMILY INCOME	IMPORTANCE FHA/HERO X FAMILY INCOME	COMPETENCE FHA/HERO	COMPETENCE FAMILY INCOME	COMPETENCE FHA/HERO X FAMILY INCOME
CLOTHING AND TEXTILES						
Skills in sewing	8.034 (.005)**	.314 (.576)	.008 (.928)	16.411 (.000)***	1.891 (.170)	.000 (.993)
Fabric identification, properties, finishes	6.516 (.011)*	.065 (.799)	.669 (.414)	7.615 (.006)**	2.013 (.157)	.679 (.411)
Pattern selection and alterations	14.766 (.000)***	1.964 (.169)	.016 (.899)	12.288 (.001)***	1.764 (.185)	.499 (.480)
Garment construction	14.506 (.000)***	.031 (.860)	.264 (.607)	18.439 (.000)***	1.625 (.203)	.659 (.417)
Comparison shopping for clothing	1.998 (.159)	2.071 (.151)	9.933 (.002)**	3.491	2.576	.992 (.320)
Care of clothing	5.003 (.026)*	1.762 (.185)	4.362 (.038)	7.998 (.005)**	3.964 (.047)	1.011 (.315)
Clothing selection	11.199 (.001)***	.390 (.533)	2.350 (.126)	5.082 (.025)*	.555 (.457)	.070 (.791)

Table 25
Statistical Relationship of Variables of FHA/HERO and Family Income Using a Two-way ANOVA

VARIABLE	IMPORTANCE FHA/HERO	IMPORTANCE FAMILY INCOME	IMPORTANCE FHA/HERO X FAMILY INCOME	COMPETENCE FHA/HERO	COMPETENCE FAMILY INCOME	COMPETENCE FHA/HERO X FAMILY INCOME
LIVING ENVIRONMENT						
Making housing choices	.007 (.933)	.097 (.755)	3.934 (.048)*	.245	.415	.485
Functional home design	6.476 (.011)*	.15 (.903)	1.862 (.173)	2.020	.924	1.618 (.204)
Energy use and conservation at home	1.712	1.887	1.349 (.246)	.564	1.181	.406 (.525)
Furniture selection, construction, cost	7.646 (.006)**	.253 (.615)	3.047 (.082)	.568	1.321	2.173 (.141)
Cleaning and care of a home and furnishings	6.536 (.011)*	.797 (.373)	3.485 (.063)	2.313	.008	1.848 (.175)

Table 25
Statistical Relationship of Variables of FHA/HERO and Family Income Using a Two-way ANOVA

VARIABLE	IMPORTANCE			COMPETENCE		
	FHA/HERO	FAMILY INCOME	FHA/HERO X FAMILY INCOME	FHA/HERO	FAMILY INCOME	FHA/HERO X FAMILY INCOME
FOOD AND NUTRITION						
Function and sources of nutrients	3.633 (.058)	.710 (.400)	7.637 (.006)**	.682	3.647	.373 (.542)
Relationship of food to dietary needs, special situations, and life cycle	2.553 (.111)	2.478 (.116)	3.972 (.047)*	.482	.608	1.595 (.208)
Food preparation	6.031 (.015)	.148 (.700)	8.465 (.004)**	5.248 (.23)*	.020 (.887)	5.352 (.021)*
Planning for individual/family nutritional needs	1.678 (.196)	.032 (.858)	7.943 (.005)**	7.098 (.008)**	1.626 (.203)	1.482 (.224)
Selection and purchasing prepared and non-prepared foods	1.075 (.301)	.083 (.773)	4.225 (.041)*	4.546 (.034)*	.111 (.739)	1.787 (.182)
Safety and sanitation practices	.544	.513	1.685 (.195)	.899 (.344)	.930 (.336)	4.557 (.034)*
Selection, use and care of kitchen equipment	6.451 (.012)*	.174 (.677)	4.186 (.042)*	1.990 (.159)	.439 (.508)	5.748 (.017)*

Table 25
Statistical Relationship of Variables of FHA/HERO and Family Income Using a Two-way ANOVA

VARIABLE	IMPORTANCE FHA/HERO	IMPORTANCE FAMILY INCOME	IMPORTANCE FHA/HERO X FAMILY INCOME	COMPETENCE FHA/HERO	COMPETENCE FAMILY INCOME	COMPETENCE FHA/HERO X FAMILY INCOME
ADULT LIVING						
Personal roles and role expectations	1.114	.008	.341 (.560)	1.499	.008	.009 (.929)
Understanding the elderly	.676 (.411)	.739 (.391)	4.677 (.031)*	4.739 (.030)*	.223 (.637)	2.321 (.129)
Selection of a mate	.462	.812	.480 (.489)	.152	1.848	.004 (.908)
Changing family lifestyles	2.497	.563	2.573 (.110)	1.120	.0161	2.046 (.122)
Building positive relationships with others	3.741	2.167	.050 (.824)	.059	.581	.205 (.651)
Transferring human relations skills to work place	.306	3.685	2.510 (.114)	.861	3.342	3.008 (.84)

Table 25
Statistical Relationship of Variables of FHA/HERO and Family Income Using a Two-way ANOVA

VARIABLE	IMPORTANCE FHA/HERO	IMPORTANCE FAMILY INCOME	IMPORTANCE FHA/HERO X FAMILY INCOME	COMPETENCE FHA/HERO	COMPETENCE FAMILY INCOME	COMPETENCE FHA/HERO X FAMILY INCOME
RESOURCE MANAGEMENT						
Establishing priorities of needs and wants	1.927	.733	.733	.156	1.204	.100 (.752)
Comparative shopping	2.243	.783	1.598 (.207)	1.058	1.061	.003 (.957)
Goal setting and decision-making skills	4.192 (.041)*	1.862 (.173)	2.447 (.119)	.792	.277	.031 (.861)
Consumer rights and responsibilities	3.483 (.063)	.135 (.713)	5.545 (.019)*	1.187	2.534	.289 (.591)
Effect of life cycle changes on financial plans and needs	2.420	1.200	1.370 (.243)	2.684	.047	.126 (.723)
Interdependence of consumer and producers in the U.S.	2.766	.603	1.152 (.284)	.896	.185	.740 (.390)
Principles of money management including budgeting	1.721 (.191)	.232 (.630)	5.973 (.015)	3.664	.136	.155 (.694)
Types and sources of consumer credit	2.384	.626	.977 (.324)	2.246 (.135)	6.036 (.015)*	.201 (.654)

*P<0.05 **<0.01 ***P<0.001

CONCLUSIONS

Research questions to be investigated:

1. Participation in high school Occupation of Homemaking Program seems to positively influence graduates ability to solve problems and make decisions in the area of:

   - Maintaining effective communication and relationships in family and work situations.
     Graduates rated the relationship concepts well above the scale mid-point with many concepts rated above 8.0. This indicates that these concepts are considered very important. Respondents rated their perceived competence level between 5.8 and 8.8. Low variance levels indicate small differences in individual ratings.

   - Managing individual and family resources (time, energy, space and money). This item includes two major concepts, management and consumer skills.
     In both the areas of management and consumer skills graduates rated individual concepts. Ninety percent of the concepts received a mean rating of 8.5 or above indicating the high degree of importance given to these concepts. With two exceptions, respondents who had two or more home economics classes rated their competence level higher than those who had no more than one class. Seventeen management concepts were significant at the $<.05$ level and 11 consumer skills concepts were significant. These findings indicate that students are positively influenced by being enrolled in home economics.

   - Providing for the nutritional needs of individuals and family.
     Respondents rated the concepts concerning nutrition very high with a range of 8.7 to 9.5. When comparing the responses according to importance five of the seven concepts were significant at the $<.05$ level. When comparing the responses according to perceived competence five of the seven concepts were significant at the $<.05$ level. Being enrolled in Home Economics classes positively influenced graduates ability in this area.

   - Providing for individual and family living environment.
     While respondents rated the concepts concerning living environment at 8.0 and above the positive influence of having been in two or more home economics classes is inconclusive since only two of the five concepts are significant at the $<.05$ level for both importance and perceived competence.

   - Providing for individual and family clothing needs.
     Means for the area of clothing and textiles generally were the lowest for any area in the study. Those respondents who had been enrolled in two or more home economics classes rated importance significantly higher than those who had no more than

one class. For perceived competence six of the seven concepts were rated significantly higher by those with two or more home economics classes. These findings indicate respondents were positively influenced by home economics classes.

Additional Conclusions

In addition to answering the research questions, other conclusions are appropriate to draw from these data.

- All of the concepts listed from the seven Areas of Home Economics were considered important for functioning as an adult on a scale of 0-10 all of the concepts were rated above the midpoint with many receiving a rating of 9.0 or above.

- In each incidence respondents rated the concept significantly more important than they rated their competence in that concept.

- The concepts in parenting, adult living, resource management, child development and foods and nutrition were given ratings of 8.0 or above with many concepts in these areas rated above 9.0.

- Respondents who had taken a course in specific areas rated their competence level significantly higher than those who were not enrolled.

- Of respondents who had been enrolled in Home Economics classes:

  77% are employed part or full-time
  61% are employed full-time
  79% have some post-high school training
  65% have an income of over $20,000
  54% are married for the first time
  42% are single, never married

- Respondents who had been enrolled in home economics classes rated their competence level in decision-making, time management, meeting family crises, comparison shopping and food selection significantly higher than those who had not.

- Using analysis of variance techniques, gender seems to explain most of the variations when graduates rated importance or competence of Home Economics Concepts. Females consistently gave higher ratings to Home Economics Concepts, indicating the female's traditionally greater involvement in meeting individual and family needs. The degree of importance given to each Home Economics Concept becomes more reliable because it is not influenced by geographical region, high school size, years of graduation, family income, marital, work or educational status.

- The degree of importance given to each Home Economics Concept becomes more reliable because it is not influenced by region, high school size, year of graduation, family income, marital status or educational status.

The five concepts identified as major concerns in Occupation of Homemaking programs will be reported individually.

- While high means were indicative of the importance this sample accorded Management Concepts, those who had been in Home Economics classes were not significantly more competent than those who were not enrolled in Home Economics classes.

- Self-esteem - The sample showed no significant differences for importance but when asked about competence the respondents who had been enrolled in two or more Home Economics classes perceived their competence level significantly higher than those who had no more than one Home Economics class.

- Consumer skills - results no significant differences

- Problem-solving and Decision-making - findings are inconclusive for differences in the same, however three courses show significant differences according to both importance and competence.

- Relationship skills - While there is no significant difference for importance, those who were enrolled in two or more Home Economics classes were significantly higher in perceived competence.

- FHA/HERO participation seems to have a considerable influence on the mean ratings given to home economics concepts. Of the 57 concepts listed, FHA/HERO participants rated 30 of those concepts more important than those not involved. FHA/HERO participants, also, perceived themselves as more competent in 27 of the home economics concepts.

RECOMMENDATIONS

- Finding in this study offer a base for decision-making in determining future directions for programming. Already the Director of the Illinois Plan for Home Economics has utilized the data from this study in determining concepts to emphasize in the curriculum.

- Evaluation procedures are always evolving, hence, this study should be considered a stepping stone for developing other processes and procedures.

- Replication with a different population needs to be completed. This study was designed for Illinois which is a very diverse state ranging from metropolitan to rural areas. Would data from another region yield different results?

- Individual schools received an analysis of the responses from their school which can be most useful for their decision-making concerning programs and course content. These data can be very useful in marketing Occupation of Homemaking programs at local levels.

- This study evaluated one occupational program, that of homemaking. similar studies need to be made which will involve the other occupational areas in home economics as well as in other service areas.

- This study was concerned with the time frame 1979-84 and was concerned with the requirements of the vocational amendments of 1976. Changes in federal parameters have been made in subsequent legislature which should be included for future evaluations.

- The time frame of this study came before the emphasis on process skills was made. Home Economics students responded with strong process skill knowledge, indicating that traditionally Home Economics teachers have integrated process skills in their delivery systems. Implications are for the process skills to receive special attention in both in-service and pre-service program-making, thus, building on and improving existing skills.

- The implications for marketing Home Economics based on the findings of this study are strong. Data now exists that says home economics concepts are important for adult functioning as an individual, a family member, a parent and a worker. These data can be used at local, state levels and national levels.

- The findings do need to be organized in such a way that they are meaningful to a large variety of people from local administrators to federal and state legislators.

- Deeper analysis of the data needs to be completed, looking at different questions. It is expected that the project staff will conduct additional analyses, probing for not only concept importance and competence but also course importance and competence.

- One of the original goals of the study was to teach teachers to keep records and collect data for use in influencing decision-makers concerning programs. This needs to be completed.

- Teacher access to records is difficult at best and impossible in many situations. Ways and means of teacher access to data need to found which is efficient in resource demands for teachers and support personnel.

APPENDIX A

Evaluating Program Outcomes: Occupation of Homemaking
Interview Schedule

This part of the Interview concerns the Home Economics courses you may have had in high school. You may have had a course with these concepts but the title may have been different.

1. Yes, I took a course with the title or similar title.

2. Yes, I took a course that included these concepts but with different title.

3. No, I did not take such a course.

1. Orientation to Home Economics
2. Food and Nutrition
3. Clothing and Textiles
4. Child Development
5. Parenting
6. Adult Living
7. Resource Management
8. Living Environments

Part II

For statements numbered 9-11, please indicate how strongly you agree or disagree with them. Use the following responses:

5 Strongly Agree
4 Agree
3 Undecided
2 Disagree
1 Strongly Disagree
0 Not Applicable

9. Home Economics courses were helpful to me in making employment, job, or career choices.

10. A Home Economics teacher was helpful to me in making decisions about further education or employment.

11. A Home Economics teacher was helpful to me in, solving personal problems.

Part III

For each of the following topics please answer two (2) questions.

1. How important is this concept for adults in their functioning as a person, worker/student, parent, spouse and/or partner.

2. How competent do you think you are in this topic?

Using a scale of 0-10, with a 0 meaning "little or no importance" or "little or no competence", 5 meaning "average importance" or "average competence" and 10 meaning "extremely important" or "a great deal of competence", indicate to the interviewer the extent in which these concepts are important to adults functioning in everyday life and how competent you are in that area.

0	1	2	3	4	5	6	7	8	9	10
absolutely no importance/competence					average importance/ competence					highest importance competence

TOPICS IN MULTIPLE AREAS

_____ 12. Understanding of one's self values, needs, goals.
_____ 13.
_____ 14. Relationships with family members and other individuals.
_____ 15.
_____ 16. Use of leisure time.
_____ 17.
_____ 18. Handling conflict.
_____ 19.
_____ 20. Legal aspects of families.
_____ 21.
_____ 22. Professionalism in one's career.
_____ 23.
_____ 24. Decision making.
_____ 25.
_____ 26. Time management.
_____ 27.
_____ 28. Career information & selection of educational program.
_____ 29.
_____ 30. Problem solving.
_____ 31.

PARENTING

_____ 32. Responsibility of parenting and considerations in becoming a parent.
_____ 33.
_____ 34. Parental roles and expectations.
_____ 35.
_____ 36. Child's impact on the parent.
_____ 37.
_____ 38. Parent's impact on the child.
_____ 39.
_____ 40. Alternative styles of parenting and child care.
_____ 41.
_____ 42. Understanding the importance of communication between parent and child.
_____ 43.
_____ 44. Meeting family crises.
_____ 45.

CHILD DEVELOPMENT

_____ 46. Prenatal development.
_____ 47.
_____ 48. Physical development of children.
_____ 49.
_____ 50. Emotional development of children.
_____ 51.
_____ 52. Intellectual development of children.
_____ 53.
_____ 54. Patterns of social development in children.
_____ 55.
_____ 56. Principles of guidance and discipline for different stages of development.
_____ 57.
_____ 58. Ways of interacting with children that are supportive and encourage development.
_____ 59.

CLOTHING AND TEXTILES

_____ 60. Skills in sewing.
_____ 61.
_____ 62. Fabric identification, properties and finishes.
_____ 63.
_____ 64. Pattern selection and alterations.
_____ 65.
_____ 66. Garment construction.
_____ 67.
_____ 68. Comparison shopping for clothing.
_____ 69.
_____ 70. Care of clothing.
_____ 71.
_____ 72. Clothing selection.
_____ 73.

LIVING ENVIRONMENT

_____ 74. Making housing choices.
_____ 75.
_____ 76. Functional home design.
_____ 77.
_____ 78. Energy use and conservation at home.
_____ 79.
_____ 80. Furniture selection, construction, and cost.
_____ 81.
_____ 82. Cleaning and care of a home and furnishings.
_____ 83.

FOODS AND NUTRITION

_____ 84. Function and sources of nutrients.
_____ 85.
_____ 86. Relationship of food to dietary needs, special situations, and the life cycle.
_____ 87.

_____ 88. Food preparation.
_____ 89.
_____ 90. Planning for individual and/or family nutritional needs.
_____ 91.
_____ 92. Selecting and purchasing prepared and non-prepared food.
_____ 93.
_____ 94. Safety and sanitation practices.
_____ 95.
_____ 96. Selection, use and care of kitchen equipment.
_____ 97.

ADULT LIVING

_____ 98. Personal roles and role expectations.
_____ 99.
_____100. Understanding the elderly.
_____101.
_____102. Mate selection.
_____103.
_____104. Changing family lifestyles
_____105.
_____106. Building positive relationships with others.
_____107.
_____108. Transferring human relations skills to the work place.
_____109.

RESOURCE MANAGEMENT

_____110. Establishing priorities of needs and wants.
_____111.
_____112. Comparative shopping.
_____113.
_____114. Goal setting and decision making skills.
_____115.
_____116. Consumer rights and responsibilities.
_____117.
_____118. Effect of life cycle changes on financial plans and needs
_____119.
_____120. Interdependence of consumer, producers and citizens in U.S. economic, political, social system.
_____121.
_____122. Principles of money management including budgeting.
_____123.
_____124. Types and sources of consumer credit and agreement.
_____125.

PART IV

126. Indicate your marital status.

A. Single, never married
B. Married, first time
C. Remarried
D. Separated
E. Divorced
F. Widowed

127. Sex

A. Female
B. Male

128. Ethnic Designation

A. White not Hispanic
B. Black not Hispanic
C. Hispanic not Black or White
D. Asian American or Pacific Islander
E. North American Indian or Alaskan Native
F. Other

129. Which of the following best describes the household in which you live?

A. I live by myself
B. I live with other adults
C. I live with children
D. I live with children and other adults.

130. If you live by yourself, skip down to question #133. If there are others living in your household are they:

A. Immediate family members only
B. All relatives, but not just immediate family
C. Friends that are not relatives
D. A combination of friend(s) and relatives
E. Other

131. Do you have any children, who are 17 years of age or younger, that do NOT live with you?

A. No children
B. One child
C. Two children
D. Three or more children

132. How much monthly support do you give to your children not living with you?

A. None
B. $1-100
C. $101-300
D. $300 or more

133. What is YOUR individual annual income?

A. Less than $5000
B. $5000-7500
C. $7500-10,000
D. $10,000-15,000
E. $15,000-20,000
F. $20,000-25,000
G. $25,000-35,000
H. $35,000-50,000
I. $50,000 and over
J. Don't Know

134. What is your TOTAL HOUSEHOLD income?

A. Less than $5000
B. $5000-7500
C. $7500-10,000
D. $10,000-15,000
E. $15,000-20,000
F. $20,000-25,000
G. $25,000-35,000
H. $35,000-50,000
I. $50,000 and over
J. Don't know

135. Presently, what is your employment status?

A. Working full-time
B. Working part-time
C. Have job, but ill, on vacation or strike
D. Unemployed, laid-off, looking for work
E. In school
F. Keeping house
G. Other

136. Approximate enrollment in my high school was:

A. under 200 students
B. 201-300
C. 301-500
D. 501-1,000
E. over 1,000

137. You were or should have been graduated from high school in:

A. 1984
B. 1983
C. 1982
D. 1981
E. 1980
F. 1979

138. Did you take home economics in high school?

A. Yes
B. No

139. I Took home economics in high school for:

A. 1 semester
B. 2 semesters
C. 3 semesters
D. 4 semesters
E. More than four semesters

140. Were you involved in FHA/HERO?

A. Yes
B. No

141. Did you receive a high school diploma or GED?

A. Yes
B. No

142. What is the highest level of education you have completed?

A. Attended high school, didn't graduate
B. Graduated high school
C. Attended college, didn't graduate
D. Graduated from 2 year college (Associate's degree)
E. Graduated from 4 year college (Bachelor's degree)
F. Some post-graduate study (beyond Bachelor's degree)
G. Post-graduate degree (M.D., M.S., Ph.D., M.B.A., etc.)

143. Any additional comments you would like to make?

Northern Illinois University
DeKalb, Illinois 60115-2854

Department of Human
and Family Resources
815 753 1196

March 30, 1988

Student
Street
City

Dear Student:

We need your help! Haven't you always wanted to tell someone about your serious thoughts concerning what is important or not important about school? Now is your chance!

The Illinois State Board of Education/Department of Adult Vocational Education is studying the impact of Home Economics classes in high schools. In order to do this we are asking approximately 500 students in the state of Illinois to reply to a telephone interview. Half of the students will have had two or more Home Economic classes, others interviewed will have had no classes or at most one class in Home Economics.

Through a sampling techniques the school from which you graduated was selected to be one of the 48 schools throughout the state of Illinois to be studied. From each school a randomly selected number of students were chosen. We asked your schools to give us addresses so that your first contact with this study is by mail. We ask that you sign your name, give your telephone number and the time of day you can be most easily reached by telephone, on the enclosed consent form. This form should be returned to us by return mail on the enclosed self-addressed envelope. There is a code number on the form which is a research technique only to identify those who have returned the consent form. That code number and your telephone number will be separated so that at no time will your telephone number and address be in the same file. The telephone interview will be conducted by professional interviewers from the Northern Illinois Public Opinion Laboratory. Your responses will be entered by the interviewer directly into the computer so that your responses will remain confidential. Composites from each school will be made available to the school but no individual responses will be given.

We appreciate your taking the time to read this letter and your willingness to respond. Whether or not you agree to participate in the telephone interview we do need the forms returned to us. This project with your responses has the potential for making a real difference in the quality of education in Illinois whether it is to continue practices already in place or whether changes, both radical and small, are necessary. Your responses are necessary. Thank you for your consideration.

Sincerely,

Helen Bruce Winsor
Associate Professor,
Home Economics Education

Enclosures: Abstract, Consent Form, SASE

Northern Illinois University is an Equal Opportunity/Affirmative Action Employer

STUDENT CONSENT FORM

Name:_____

Telephone Number:_____

Best time of day to
reach you by telephone:_____

Code Number:_____

_____ I will participate

_____ I am unable to participate

Please sign, give your telephone number and return in the enclosed envelope.

Northern Illinois University
DeKalb, Illinois 60115-2854

Department of Human
and Family Resources
815 753 1196

January 14, 1988

Ms. Carol Manhart
Stewardson-Strasburg Unit Dist. 5-A
R.R. 1
Strasburg, IL 62465

Dear Ms. Manhart:

Through a sampling technique your school has been selected to participate in a study of Program Outcomes: Occupation of Homemaking. This study funded by Illinois State Board of Education/Department of Adult Vocational Technical Education, proposes to provide data for statewide objective program evaluation.

Congratulations on your school being chosen to be one of the 48 schools to be included in this study. Participation will provide statewide data as well as provide teachers with a means of local program evaluation. Individual student replies will remain confidential as well as school responses. Results of the study will be available statewide. Arrangements can be made for each school to obtain their data if so desired.

Your superintendent has given his/her consent to your school being included in the study. We are asking that teachers provide the project staff with two lists of graduates for the years 1979 through 1984. The first list is of students who had two (2) or more home economics courses. The second list would be of students graduating who did not have home economics classes. As with everything else we need these lists immediately.

At this time all we need is student names. From these lists we will draw a sample from each list. The names selected from each list will then be returned to you so that you can supply addresses. We are expecting to select 10-15 names from each list.

Graduates will then be contacted by mail and asked to participate. They will return the consent form which will include their telephone numbers to gather data. Graduates will be asked to reply to a telephone interview, answering questions on an interview schedule which has been validated. All data will be collected by a professional telephone interviewer.

An abstract of the study is included for your convenience. Please use the enclosed self addressed stamped envelope. If you have questions please call at 815-753-6337. Pat and Billye join me in thanking you for your cooperation with this project and for your quick reply to our request for the list.

Sincerely,

Helen Bruce Winsor
Associate Professor
Home Economics Education

enclosure: abstract

Northern Illinois University is an Equal Opportunity/Affirmative Action Employer

Northern Illinois University
DeKalb, Illinois 60115-2854

Department of Human
and Family Resources
815 753 1196

September 21, 1988

Dear Teacher:

During the spring semester and/or into the summer you received a request for your assistance concerning a very important research project pertaining to Home Economics. This project funded by DAVTE has the potential of providing for the first time, data which can be used in decision making and policy determinations at the local, state and national level.

But to have impact we do need your assistance. We do need the list of students from your school.

Your superintendent has given his/her consent for your school to be included in this study. We are asking teachers to provide project staff with two lists of students for the years 1979 through 1984. We need the names and addresses of ten students per year or a total of 60 names. These names should be divided equally between those students who had two (2) or more classes in Home Economics and those who had no more than one (1) class.

Graduates will then be contacted by mail and asked to participate. They will return the consent form which will include their telephone numbers so that we may contact them to gather data. Graduates will be asked to reply to a telephone interview, answering questions on an interview schedule which has been validated. All data will be collected by a professional telephone interviewer.

For your convenience and to refresh your memory, an abstract of the study is enclosed.

Please use the enclosed self addressed stamped envelope for your reply. If you have questions please call at 815/753-6337. Pat and Billye join me in thanking you for your cooperation with this project and for your quick reply to our request for the list.

Sincerely,

Helen Bruce Winsor
Associate Professor
Home Economics Education

enclosure: abstract, SASE

Northern Illinois University is an Equal Opportunity/Affirmative Action Employer

Northern Illinois University
DeKalb, Illinois 60115-2854

Department of Human
and Family Resources
815 753 1196

December 3, 1987

Dr. Richard W. MacFeely
Normal Comm. Unit Sch. Dist. 5
700 Hale
Normal, IL 61761

Dear Dr. MacFeely:

Through a sampling technique your school, Normal Comm. High School has been selected to participate in a study of Program Outcomes: Occupation of Homemaking. Accountability has long been a concern in vocational education. This project funded by Illinois State Board of Education/Department of Adult Vocational Technical Education, proposes to provide data for statewide objective program evaluation.

Congratulations on your school being chosen to be one of the 48 schools to be included in this study. Participation will provide statewide data as well as provide teachers with a means of local program evaluation. Individual student replies will remain confidential as well as school responses. Results of the study will be available statewide. Arrangements can be made for each school to obtain their data if so desired.

Please read the enclosed project abstract and the consent form. The signed consent form should be returned in the envelope provided. The consent form asks for the name of the home economics teacher(s) to be contacted and the teacher will then be sent written instructions.

Thank you for your cooperation with this project.

Sincerely,

Helen Bruce Winsor

Helen Bruce Winsor
Associate Professor
Home Economics Education

dv

Evaluating Program Outcomes: Occupation of Homemaking

Superintendent
Consent Form

Name of School_____

address_____

_____

telephone_____

Home Economics teacher(s) to be contacted:

_____

_____

Check this box if you wish individual school data returned.

Superintendent_____

Teacher_____

other_____

Superintendent signature_____

ABSTRACT

Title: Evaluating Program Outcomes: Occupation of Homemaking

Principal Investigators: 1. Dr. Helen Bruce Winsor, Associate Professor of Home Economics Education, Department of Human and Family Resources, Northern Illinois University

2. Dr. Patricia Cote, Chair, Home Economics Department, Lyons Township High School

3. Mrs. Billye Griswold, Home Economics Teacher, Carrollton Community Unit High School

Institution: Northern Illinois University

Location: DeKalb, Illinois 60115

Objective: To establish a date pool by developing processes for the evaluation of Occupation of Homemaking based upon state goals for learning and sample learning outcome statements and the federal legislation.

Procedures:
1. Develop instruments for collecting data for assessing impact of Occupation of Homemaking Programs.
2. Develop a reporting system utilizing micro-computers interfaced with mainframe computers.
3. Field test instruments and data reporting systems.
4. Develop a preliminary data analysis system.

Expected Contribution or Potential Impact on Vocational and Technical Education:

Since there is no available research to determine the effectiveness of the Occupation of Homemaking Program in Illinois, this project will develop processes and instruments and will train teachers to use them which, in turn, will provide a data pool for:

Recognizing the strengths and weaknesses in current Occupation of Homemaking Programs to determine future directional needs in a technological society.

The establishment of priorities for program improvement, expansion and updating.

Determining the most effective use of available resources; allowing for long-term planning at the state, regional and local level.

Setting conditions which will establish an appropriate mechanism for high-quality program development.

Measuring the contribution of the Occupation of Homemaking Program to work and the family in the individual's interrelationships with business, industry and the community.

Determining preservice and inservice educational needs for providing quality classroom instruction.

A trained cadre of teachers to collect data, enter the date into a regional and state data pool, and to use that data for decision making in program and curriculum development/marketing.

To serve as a model of program evaluation for other programs.

BEST COPY AVAILABLE

APPENDIX B

Statement for State Supervisors

Approximately 350 randomly selected Illinois high school graduates from the years 1979-1984, half of whom had been in enrolled in Occupation of Homemaking classes and half of whom had not, to respond to a ten (10) point Likert-type scale as to the importance of Occupation of Homemaking concepts in adult life and their competence concerning those same concepts. Mean scores for the importance of each of the concepts was above the scale mid-point with many means above 9.0. Concepts with highest means are in the area of parenting, child development, relationships, decision making, management of time and other resources and planning for family nutritional needs through the life cycle. In each instance the competency ratings were at least a full point lower than that given for importance.

When data was analyzed according to enrollment in specific area classes, using a T-test, significant differences at the <.05 level revealed between those who had been enrolled in the class and those who had not in the areas of parenting, planning for family nutritional needs throughout the life cycle, food preparation, selection, use and care of kitchen equipment, safety and sanitation practices, child development, management of time and resources, decision making and clothing selection, care and construction.

CONSUMER AND HOMEMAKING EDUCATION IN ILLINOIS

Secondary Program
Occupation of Homemaking

Description

Approximately 40,000 Consumer and Homemaking Education students enrolled in approved Occupation of Homemaking programs in Fiscal Year 1988. Courses in this program are typically called: food and nutrition; child development; clothing and textiles; resource management; living environments; adult living and parenting. The Illinois Association of Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), the vocational student organization, provides leadership and educational opportunities to expand the curriculum. The FHA-HERO program of work included these topic areas:

Global Perspectives
Creative/Critical Thinking
The Family in a Changing Society

Profile

Forty-eight percent of the Consumer and Homemaking funds were distributed on a formula base to school districts classified as depressed.

Twenty-nine percent of the students were males.

Thirty percent of the students were classified as disadvantaged.

Eight percent of the students were classified as handicapped.

A total of $812,716 was distributed to 312 local districts on a formula basis.

Adult Program
Consumer and Homemaking Education
Program (CHEP)

Description

CHEP currently provides Consumer and Homemaking Education to low income families in the most economically depressed areas of Madison County and the City of Chicago. This out-of-school program strives to help families through: acquiring skills to make wise decisions in managing family resources; improving consumer competences; strengthening family life; developing job readiness skills; and improving the quality of life. This program reached approximately 16,700 homemakers through home visits and group meetings.

Profile

Fifty-two percent of the CHEP homemakers have an annual income less than $5,000.

Eighty-five percent of the homemakers are Black.

Eleven percent of the homemakers are Hispanic.

Sixty-seven percent of the homemakers have not completed high school and do not have a GED.

Fifty-nine percent of the enrolled homemakers were single parents or displaced homemakers.

$503,335 federal funds were distributed through a contract with the University of Illinois to provide this program.

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Special Projects to Support
Consumer and Homemaking Education

Two projects which are funded through program improvement funds under the Carl Perkins Vocational Education will have an impact on the implementation of Consumer and Homemaking Education programs in the future.

- Consumer and Homemaking Accountability -

The project, "Evaluating Program Outcomes: Occupation of Homemaking," is being funded through a grant to Northern Illinois University to study the effectiveness of the existing program at the secondary level. At the end of the second year of this three year study, the following conclusions can be drawn:

- Concepts currently included in this Consumer and Homemaking Education program of instruction are considered very important for adult function.
- Respondents who enrolled in specific courses consider themselves more competent in these areas than those who did not enroll in courses.
- Early statistical tests are showing a positive attitude toward the concepts taught.

- Curriculum Development -

The project, "Illinois Plan for Home Economics," is being funded through a grant to Illinois State University to revise the home economics curriculum to reflect federal and state legislation and initiatives.

The Occupation of Homemaking program orientation courses will be revised during this next year to reflect the results of the above mentioned accountability study; basic skills; state goals for learning; employability skills; task lists; and legislation.

Evaluating Program Outcomes: Consumer and Homemaking Education

A Research Project
funded by
Illinois State Board of Education/Department
Adult Vocational Technical Education

Project Director, Dr. Helen Bruce Winsor, Associate Directors, Dr. Pat Cote and Mrs. Billye Griswold; Research Assistants, Ruth Anne Pennell and Sue Pleskac; Statistician, Dr. Thomas R. Chibucos. Department of Human and Family Resources, Northern Illinois University, DeKalb, IL 60115.

- 333 stratified randomly selected high school graduates in Illinois between the years 1979 and 1984, divided into those who had taken home economics and those who had not responded to a telephone interview concerning the importance of and their competence in concepts included in the home economics curriculum.

- All of the concepts listed from the seven Areas of Home Economics were considered important for functioning as an adult on a scale of 0-10 all of the concepts were rated above the midpoint with many receiving a rating of 9.0 or above.

- In each incidence respondents rated the concept significantly more important than they rated their competence in that concept.

- The concepts in parenting, adult living, resource management, child development and foods and nutrition were given ratings of 8.0 or above with many concepts in these areas rated above 9.0.

- Respondents who had taken a course in specific areas rated their competence level significantly higher than those who were not enrolled.

- Of respondents who had been enrolled in Home Economics classes:

  77% are employed part or full time
  61% are employed full time
  79% have some post high school training
  65% have an income of over $20,000
  54% are married for the first time
  42% are single, never married

- Respondents who had been enrolled in home economics classes rated their competence level in decision making, time management, meeting family crises, comparison shopping and food selection significantly higher than those who had not.

Evaluating Program Outcomes: Occupation of Homemaking

A Research Project
funded by
Illinois State Board of Education/Department
Adult Vocational Technical Education

Fact Sheet 2

Project Director, Dr. Helen Bruce Winsor
Associate Directors, Dr. Pat Cote, Mrs. Billye Griswold

- Gender seems to explain most of the variations when graduates rated importance or competence of Home Economics Concepts. Females consistently gave higher ratings to Home Economics Concepts, indicating the females' traditionally greater involvement in meeting individual and family needs.

- The year in which the respondent graduated (1979-1984) seems not to be responsible for the variations in ratings given to Home Economics Concepts.

- Employment status does explain a small portion of the variations found in ratings given Home Economics Concepts with those employed part-time rating Home Economics Concepts higher.

- Educational status seems not to explain the variations found in ratings of Home Economics Concepts.

- Marital status seems not to explain the variations found in ratings of Home Economics Concepts.

- Family income seems not to explain the variations found in ratings of Home Economics Concepts.

- Neither high school size nor geographical region explain variations found in ratings in Home Economics Concepts.

- These findings support the previous tests made and reported. The degree of importance given to each Home Economics Concept becomes more reliable because it is not influenced by region, high school size, year of graduation, family income, marital status or educational status.

- Fact sheet number one appeared in the IVHETA newsletter.

Evaluating Program Outcomes: Consumer and Homemaking Education
funded by
Illinois State Board of Education/Department
Adult Vocational Technical Education

Project Director, Dr. Helen Bruce Winsor, Associate Directors, Dr. Pat Cote and Mrs. Billye Griswold; Research Assistants, Ruth Anne Pennell and Sue Pleskac; Statistician, Dr. Thomas R. Chibucos. Department of Human and Family Resources, Northern Illinois University, DeKalb, IL 60115.

Purpose: Since there is no available research to determine the effectiveness of the Consumer and Homemaking Program in Illinois, this project has developed the processes and instruments for collecting data to; recognize the strength and weaknesses in current Consumer and Homemaking Programs to determine future directional needs in a technological society; establish priorities for program improvement, expansion and updating; measure the contribution of the Consumer and Homemaking Program to work and the family in the individual's interrelationships with business, industry and the community.

Procedures: 333 stratified randomly selected high school graduates in Illinois between the years 1979 and 1984, divided into thos who had taken home economics and those who had not responded to a telephone interview concerning the importance of and their competence in concepts included in the home economics curriculum. T-tests and analysis of variance were used to analyze the data.

Findings and Conlusions: All of the concepts listed from the seven Areas of Home Economics were considered important for functioning as an adult on a scale of 0-10 all of the concepts were rated with means above the midpoint, many receiving a mean rating of 9.0 or above. In each incidence respondents rated the concept significantly more important than they rated their competence in that concept. The concepts in parenting, adult living, resource management, child development and foods and nutrition were given mean ratings of 8.0 or above with many concepts in these areas rated above a mean of 9.0. Respondents who had taken a course in specific areas rated their competence level significantly higher than those who were not enrolled.

Using analysis of variance techniques, gender seems to explain most of the variations when graduates rated importance or competence of Home Economics Concepts. Females consistently gave higher ratings to Home Economics Concepts, indicating the female's traditionally greater involvement in meeting individual and family needs. The degree of importance given to each Home Economics Concept becomes more reliable because it is not influenced by geographical region, high school size, years of graduation, family income, marital, work or educational status.

Respondents who had been enrolled in home economics classes rated their competence level in decision-making, time management, meeting family crises, comparison shopping and food selection significantly higher than those who had not.

FHA/Hero participation seems to have a considerable influence on the mean ratings given to home economics concepts. Of the 57 concepts listed, FHA/Hero participants rated 30 of those concepts more important than those not involved. FHA/Hero participants, also, perceived themselves as more competent in 27 of the home economics concepts.

The next objective is to teach teachers to collect and analyze data for use in justifying their programs to decision-makers at the local, regional and state level.